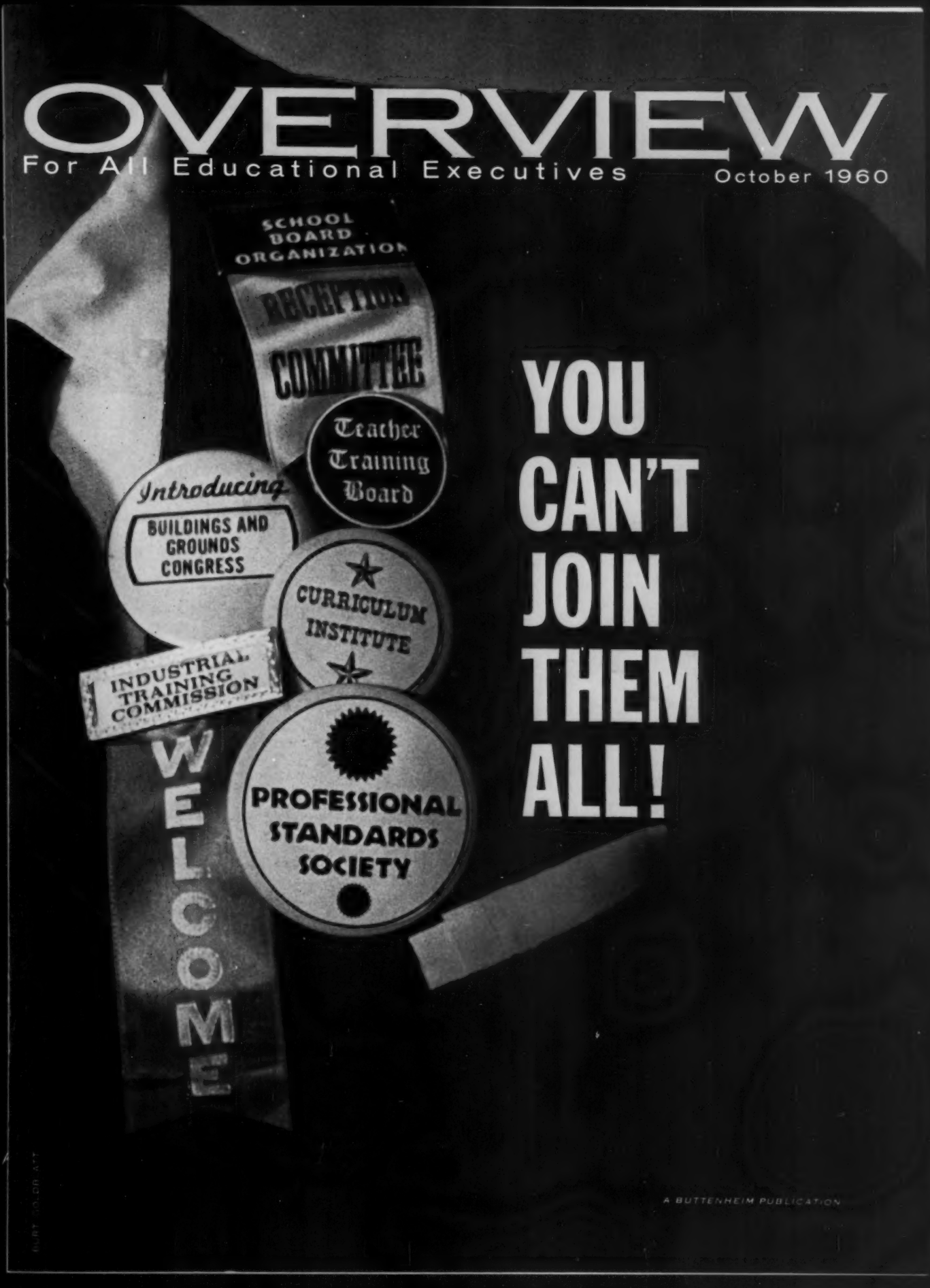
OVERVIEW

For All Educational Executives

October 1960



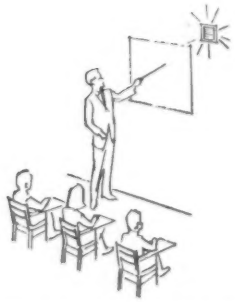
A BUTTENHEIM PUBLICATION

8 ways to enrich school curricula and improve administration

. . . through an economical sound-communication system

The console shown here is the central control of an Executone sound-communication system for an average-sized K-8 or secondary school. Located in the General Office, it handles switching, programming, transmission and power amplification for all the services described below—and others that your special requirements may suggest. Its 5-channel capacity eliminates the need for more than a single conduit for signals or communication between any two points in the system. Identical functions are available in a vertical console, for use where office space is at a premium.

Supplement the teaching program with sound



Classroom audio-aids can give students access to sources of important teaching materials . . . can place each class in closer relation to the school and the world around it . . . can help develop each pupil's critical faculties. Leading educators value the availability of:

Radio broadcasts: speeches; music; coverage of special events; interviews; important dramatic presentations; sessions of Congress; etc.

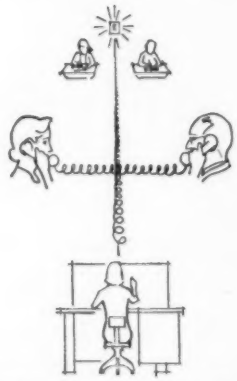
Recordings: from an ever-increasing fund of educational material on tape and discs.

Transmissions from other parts of the school: student musical programs; sports events; etc.

Recording and play-back facilities: for classes in choral and instrumental music; language and speech courses; drama workshops; etc.

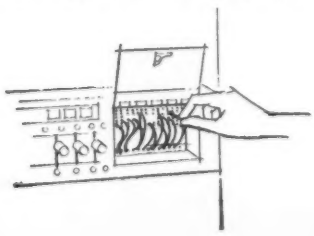
All these audio-aids can be supplied by a single Executone classroom reproducer . . . the same instrument that handles time signal, alarm and intercom functions. With a standard Executone system, any combination of rooms—chosen by selector-switches—can receive either of two simultaneous sound transmissions. Reproduction is of unusually high quality. Where recording and play-back are desired, rooms need only be supplied with microphone and tape-deck jacks. Amplification takes place at the main control console.

Speed administrative action: relieve over-burdened staff



Freedom to teach—and to work more productively—is one of the best answers to the chronic shortage of teachers and administrative personnel. Time savings increase in direct proportion to the staff's communication capabilities. Today, these can economically include: A) 2-way electronic voice intercom . . . between the office and any classroom . . . with complete privacy safeguards. B) Private-line room-to-office and room-to-room intercom . . . with call origination from any point. The Executone system offers all the above, providing 2-way remote-reply intercom through each classroom speaker . . . optional private-line handset communication using an independent channel carried by the same wiring.

Save money & space in providing variable time programs

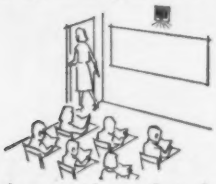


Classes with varying time requirements need no longer be subject to an inflexible set of signals. But conventional time-programming equipment—including independent crossconnect panels, relay racks, classroom buzzers and wiring systems—is bulky and expensive.

The Executone system includes a remarkably compact, easily accessible peg-board programmer—which allows each classroom to be placed on any one of six different time programs within seconds. This function is built directly into either standard console! The costly conventional system is eliminated.

Circle **OV-201** on reply card, last page

Preserve student discipline during unsupervised intervals



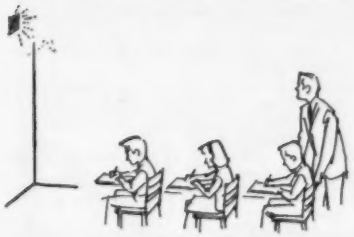
When teachers must leave their classes, the maintenance of discipline usually depends on the presence of a substitute. Faculty members may now be relieved of this non-productive extra duty. Unattended students can be monitored from the Office—through the Executone speaker—and notified by its open-line signal light that they are under remote supervision.

Control student transportation

Teachers find it especially difficult to keep order—and prevent delays—when restless students must await loadings of homeward-bound school buses. This condition is relieved when children are permitted to play freely—until summoned to the loading area in proper groups and directed to their buses.

This can be achieved through an inexpensive adjunct to the Executone system: a microphone jack at the loading area and speakers at loading and congregation areas. Both microphone and speaker wiring run in the same conduit. The amplifiers at the main console are utilized. Any available microphone can be plugged in at dismissal time.

Preserve the continuity of classroom activities



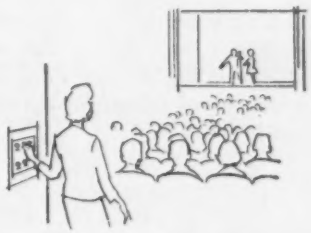
Communications in the modern school go a long way toward assuring uninterrupted class activities. But care must be taken that the facilities which make this possible are not themselves a disruptive influence. This is the case where calls make it necessary for teachers to drop what they are doing, to approach or handle equipment . . . or where a call interrupts a sound transmission.

Executone removes both of these contingencies. Through-the-speaker calls, for brief conversations, can be answered by the teacher from any point in the room—without raising her voice. And use of the optional handset channel for longer conversation prevents interference with concurrent sound programs.

Prevent confusion and panic in emergencies

Leading administrators have long felt the need for greater control of student bodies in emergencies. They seek alarm signal facilities to augment standard fire alarm systems—for such special contingencies as air raids. To control student movements in critical situations, they wish to make it possible for any staff member to broadcast voice instructions—without having been trained in the use of sound equipment.

In the Executone system, the same components used to produce time signals will also provide supplemental alarms. Executone furnishes duplicate signal generators—for fail-safe standby duty. For follow-up voice instructions, after an alarm, a staff member need only touch the 'emergency' bar at the Executone console. This overrides all other transmissions . . . allows him to speak immediately to the entire student body.



Provide quality-controlled sound for audience activities

No audience facilities are so intensively used as those in the modern school. Auditoriums and gyms serve not only during the school day—but also for adult and community activities . . . for socials and special events. Sound reinforcement equipment must be designed to high standards. And controls must be efficient. Conventional microphone mixing units—because of A-C power, ventilation and space needs can seldom be situated where they do most good.

An Executone system provides not only sound reproduction of highest quality, but also new flexibility in the location of controls. Transistorized preamplifiers and mixers are compact enough for concealment anywhere . . . have no special installation requirements.

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OVERVIEW

For All Educational Executives

A Buttenheim Publication

Two Views . . .

. . . of the job education has to do are presented in OVERVIEW this month. The first view—"The Individual in a Conformist Society"—is expressed by Dr. Henry Wriston, chairman of the President's Commission on National Goals and the man who inspired the recent debate on "national purpose."

Dr. Wriston asks fellow educators to return to the basic value of our democratic society: the individual free to follow his own star. He warns against the trend toward submerging the individual in the mass.

Our second view—"The Migrant Child"—documents one of our most serious domestic problems: safeguarding the human rights of migrant workers and their children. It is dramatically obvious that the educationally deprived migrant child cannot follow his own star as a free individual.

As you can see, these two articles are "companion pieces," pointing up the practical realities which are forever making it difficult to hold to one consistent philosophy. In your classrooms are students, each of whom needs your guidance to find his own star; yet, in the neighboring fields may be an anonymous army of children, all of whom need your help and protection.

Education calls for strong-minded men and women conscious of their public trust. As this issue of OVERVIEW demonstrates, we are proud and willing to stand among you.

Donald V. Buttenheim

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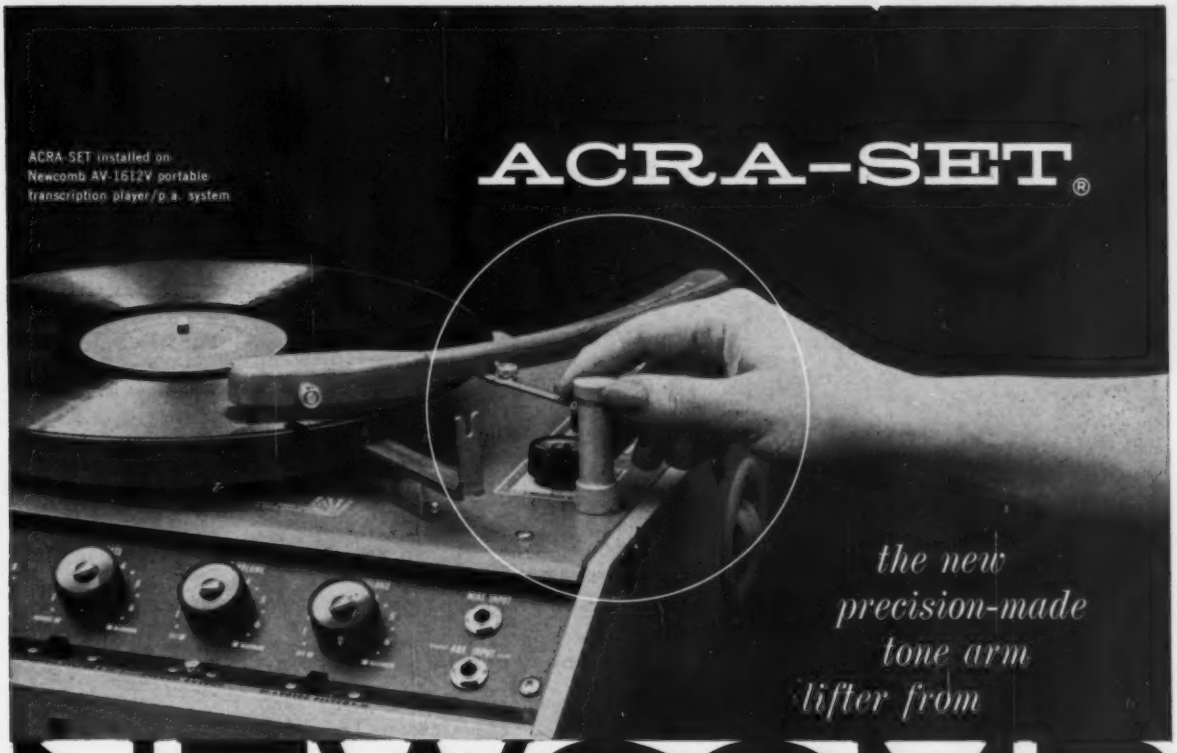

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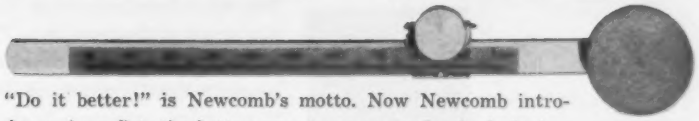

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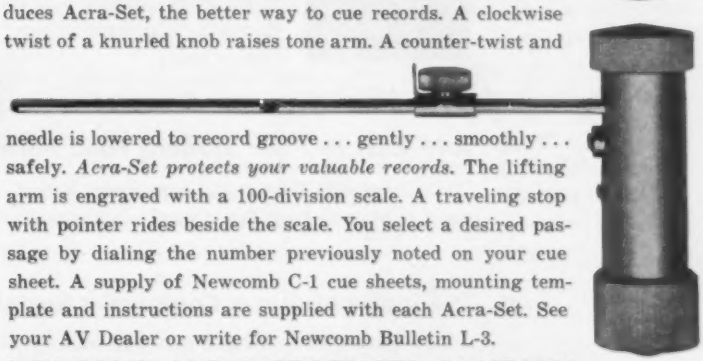

ACRA-SET installed on Newcomb AV-164V-LC8 Headphone Listening Center/portable transcription player/p.a. system.

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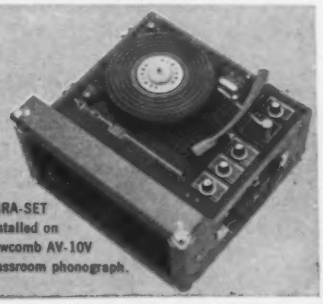
ACRA-SET installed on Newcomb TR-1656 high powered portable transcription player/p.a. system.



ACRA-SET installed on Newcomb AV-10V classroom phonograph.

OVERVIEW

For All Educational Executives

October 1960

27 The Bloomsburg Experiment

Neophyte teachers should be told of the help available to them from government and private organizations. Professors Fike and Shockley describe this aspect of the teacher-training program at Bloomsburg.

31 Prices Hold Steady For '61 Construction

According to our Washington weather-vane, here's the way the building costs for next year seem to shape up in labor, contracting, and materials.

43 You Can't Join Them All!

The educational executive has his choice of joining any or all of the more than 7500 organizations serving the profession. Which ones should he join? Whose meetings should he attend? Here's a searching evaluation of the problem with some helpful hints for the fledgling "organization man" in the education profession today.

46 Add Zest to Your Student Food Service

"People eat with their eyes," says James Rather, and food service managers might well keep this in mind when planning each meal.

48 The Individual in a Conformist Society

A distinguished educator and public servant, Dr. Henry Wriston sets forth what he believes to be the fundamental challenge facing Americans today: individual leadership or mass mediocrity.

50 The Migrant Child

A special editors' report in depth on the children of migrant agricultural workers. Describes the economic and social barriers that surround these deprived children; shows what is—and can be—done to save them from the grapes of wrath.

54 Keys to Team Teaching

The newest development in classroom staff utilization is analyzed by Luvern Cunningham, including some *do's* and *don't's* for the administrator about to set up his teams.

56 Prize Winner Revisited

Architecture critic Frank Lopez takes a close second look at the Dunbar School, a top award winner in OVERVIEW's Ninth Annual Competition for Better School Design.

62 How to Choose a Heating-Cooling System

Fred S. Dubin, a leading mechanical-electrical-structural engineer, discusses the best climate control for a number of specialized educational environments.

65 IBM's Approach to Executive Evaluation

A large corporation has adopted the third-person-interviewer technique for objective personnel appraisals. John O'Brien's description may serve as a model for administrators tackling teacher evaluation, too.

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LETTERS

"An Exact Answer"

"Channel Grievances Through a Committee," by Leon Mones [OVERVIEW, August] is certainly a suggestion worthy of consideration by any school district that gets big enough to have communications problems due to its size. This article is an exact answer to a problem that many a school district has after it passes a certain point. It is a suggestion which I am going to use. . . .

J. H. HULL, Superintendent, Torrance (Cal.) Unified School District

Twenty-Year Edge

It looks as if the things you are talking about in the magazine are no longer things we were concerned about in 1930 but actually . . . are "on the growing edge."

I find definite improvement in each issue and I think it's about time that I congratulate you for a job well done.

RAYMOND L. COLLINS, Superintendent, Manhasset (N. Y.) Public Schools

And Still Rolling

I certainly enjoyed your splendid articles on school bus transportation in the August issue. The article by Mr. Dorn, "Six Ways to Keep 'Em Rolling," was especially interesting.

HAL D. OLSON, South Henderson County Community Unit District, Stronghurst, Ill.

Junior College

An important illustration of the significant role played by the junior college, as discussed by Sidney W. Brossman [*Forum,* August OVERVIEW] is found in the new five-year curriculum adopted throughout the United States by colleges of pharmacy.

The principal reason for going from a four- to a five-year program (as expressed in reports submitted to the American Association of Colleges of Pharmacy) has been to provide more liberal arts and humanities. Two years in a junior college, with

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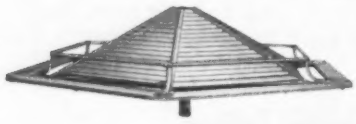
he loves little people like me! he makes slides and swings and see-saws and all kinds of things. they're real strong and they're very safe. if you're going to buy playground things you better talk to my grandfather or my father first. they're both named mr. burke."



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Letters (continued)

a program including certain basic sciences, entitles a candidate to the 3-year professional sequence in a college of pharmacy. Here the junior college serves a valuable purpose along the lines suggested by Mr. Brossman.

E. E. LEUALLEN, Dean, Columbia University, College of Pharmacy of the City of New York

Kudo

I have just looked through the August issue of OVERVIEW and find that in my opinion you are holding to the same high standards with which you started. . . . After looking through the copies which come here I have been sending them on to different people in the organization and faculty to help them recognize and appreciate a good publication.

LOWELL B. BOURNS, Director of Public Relations, The College of Wooster, Wooster, O.

The Windowless School—Part III

We are in complete accord with [Paul Miller's views in] "The Classroom Without Windows."

While we feel that some glass in the sidewall is good for psychological relief, our studies of the matter have indicated that glass is expensive to use and is outmoded. . . . [We believe] the educational program can be better satisfied by reducing the amount of glass.

LOUIS J. DRAKOS, Architect, West Hartford, Conn.

Let's not *omit* light from the outside. Let's *admit* it—on our own terms. H. J. Hildebrandt, construction vice president with the architectural and engineering firm of Harley, Ellington and Day, Inc., stated at the 8th Annual Meeting of the Building Research Institute that "artificial light is only now being understood as a supplement to, rather than a substitute for, natural light. Increased awareness of this fact is leading to a new field of daylighting . . . vast improvements in existing schools can be accomplished without using artificial light at all." . . .

We should determine who has top priority—the classroom or the class.

M. E. PENDLETON, President, American Glass Tinting Corp., Houston, Tex.

Whether in the course of study, or in any sedentary endeavor in which humans are involved, a break is very necessary, and the finest kind of break is a glance out of doors.

The denial of beauty and the enjoyment which nature can provide would be an indication to me that our society is being overwhelmed by those who are insistent on economy. To take this direction and so many other compromises in life which are advocated by those who think only of economy is to lose a sense of the values of life.

MINORU YAMASAKI, Minoru Yamasaki and Associates, Birmingham, Mich.

I would like to second Dr. Miller's suggestion that all windows be removed from school buildings. . . . What the teacher wants is the pupils' attention; bringing the outdoors indoors surely does not do this. . . . Windows are nothing but a source of trouble. They trap heat which runs classroom temperatures up in the spring and fall making working conditions unbearable. They foul up the controlled ventilation system of the building. They make the use of audio-visual aids difficult at all times and at many times impossible. They bring outside distractions into the classrooms. Try teaching a class when the girls are practicing tennis on the nearby court or when the band is having marching practice or when the sun is beating down through the windows which are in turn trapping the heat and running classroom temperatures near the hundred degree mark. . . . It seems to me if we want the children to view something on the outside of the building it would be a lot easier to take them out there to view it rather than try to bring the outside to them.

C. W. MCCONNELL, Principal, Central Elementary School, Battle Ground, Wash.

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THIS IS AN INSTRUCTOR. *All the students can see her, but they can't see what it is she is talking about.*

BUT *add an Argus Direct-Wire TV Camera and Receiver and the object is suddenly 15 x 19 inches, so the whole class can see.*

ADD *another Direct-Wire TV Camera, and the instructor's hands and what they are doing are enlarged, too, on the very same screen. Extra receivers can show them to an auditorium.*

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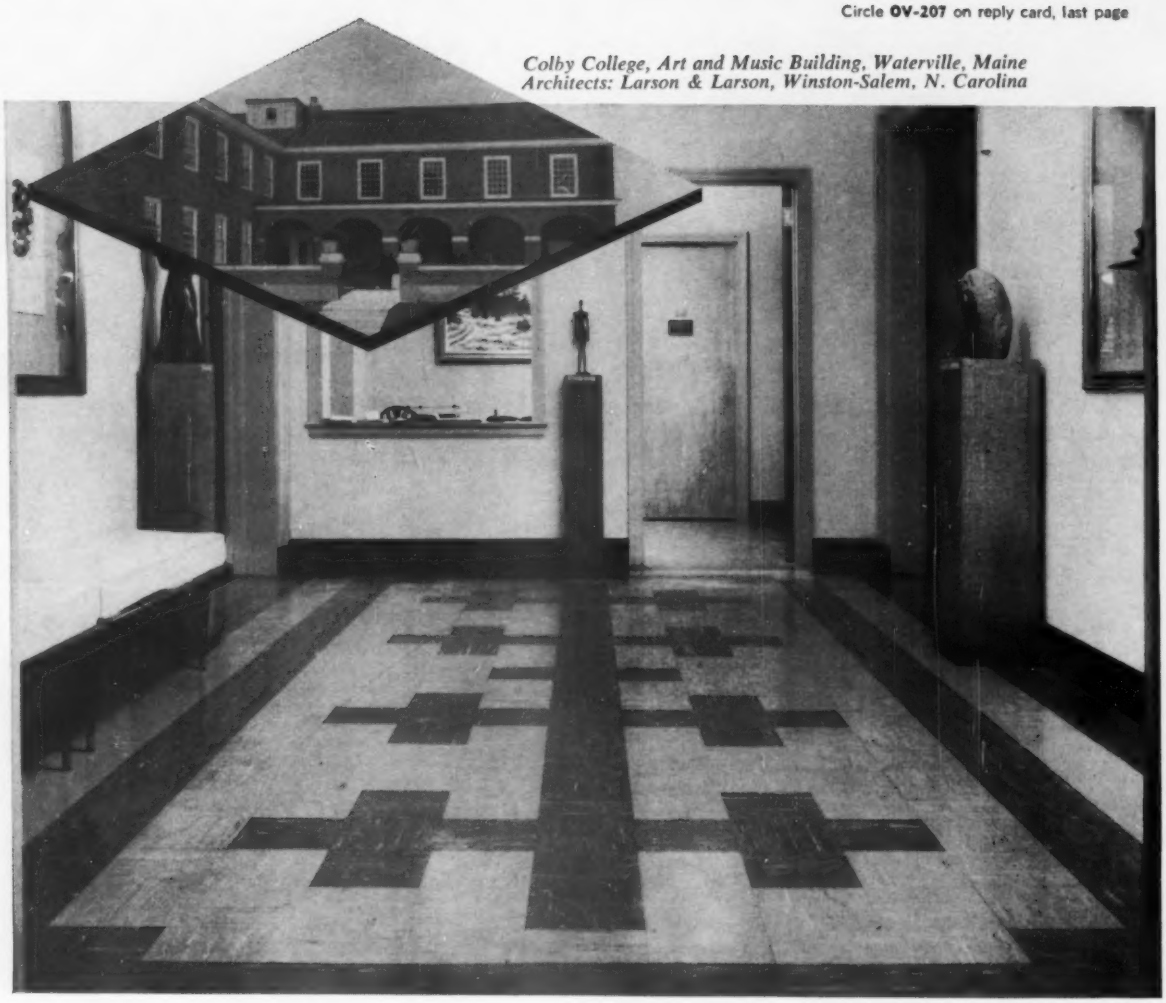

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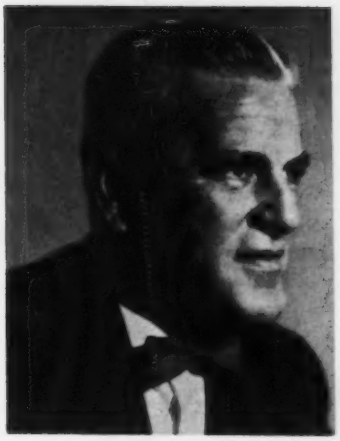

ONE VIEW

Archibald B. Shaw

Committees—Bane or Blessing?

OCTOBER IS THE month of meetings. In the rhythm of the academic year this is the period of birth or re-birth of committees; some conceived and appointed last May; some which somehow didn't get their job well finished before year-end pressures piled up; most with one or more new members to be caught up on the work and to be fitted into the group; committees which must recapture the enthusiasm, recall the climate, and redefine the purposes of their creation.

Everyone has at least one pet definition of them (*e.g.*, a committee is a group of people who waste hours but keep minutes). Yet they persevere. They must be valuable else they long since would have been swept away by gales of wit, drowned in seas of resentment, or foundered on rocks of futility.

A committee is neither good nor bad. It is a device, a tool used to achieve a purpose. It is to be judged by the significance of that purpose, by its appropriateness for the achievement of the purpose, by the intrinsic and relative worth to its members of the work involved, and by its relative value as an investment of staff time and energy against the total demands and needs of the organization.

Is the purpose merely to marshal facts or to make recommendations in the application of policy? Then one person could do it better. Why use an axe to cut a reed? Does the job really matter? Will it make a difference? Is there reasonable assurance that when the committee's task is done it will lead to constructive change? Even if there is prospect for great good for its members and for the organization, is it the best use of staff time and energy, among all the possibilities? Does it have high priority among the conflicting needs and demands?

These are tough tests, and should be. No matter that it's hard to get one hundred percent agreement on any of them. The administrator's responsibility is to see that every proposed committee is measured against some such criteria. When it has been justified by such tests, the committee's job is well begun.

It is more than half done when three other conditions have been created. First is the clear definition of the task to be done. This means a charter drawn up at the time of appointment and open to revision under procedures satisfactory to the committee and to those who appointed it. This charter should set out a definite time schedule. It should detail the resources available, (secretarial, material, consultant, meeting amenities, etc.). And it must provide for its own orderly revision.

Second is a conscious effort to find the best ways for the committee to work. It is important to review the proven ways of working together, to take deliberate thought about the composition, techniques, and goals of the particular committee to the end that each member learns what it is that marks effective committee operation. Before starting the motor we had better understand something about the mechanism and the conditions under which it performs best. Individually and as a group the members should discover and develop the conditions which will make their committee most rewarding.

The third condition is the familiar but crucial formulation of a plan or plans of attack on the problem. Here is the job which does most to guarantee success or failure. It probably cannot be worked out from scratch in a committee meeting. One or two may well be delegated to present a proposed process (copies to all members before the meeting), but some kind of thoughtful consensus must be reached.

When every committee has survived appropriate tests, has been carefully chartered, has familiarized itself with the characteristics and best use of the committee as a tool, and sets out with skill and determination to plot its course, then this month of meetings will be the beginning of a year of unusually satisfying service for all who keep minutes but don't waste the hours. ●

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FORUM

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Teaching machine is a term which doesn't quite describe itself and which even carries a vague sort of threat. Learning machine is not much better, but whatever the name, the gadget referred to has exciting possibilities. One branch of its family tree goes back to the manual, the textbook, the workbook, correspondence course lessons. The other branch boasts such long-fascinating devices as the familiar sledge-hammer-and-bell test of strength, the shooting gallery with its electronic offspring, and the sophisticated driving-skill tester which puts a wheel in your hand and an image on the screen; all of which have a proven appeal.

The new teaching gadgets, mostly mid-wifed by solemn psychologists, use the well-established test-teach-test method with ingeniously built-in reproof, reward, and repetition. The better ones exploit the same appeal and challenge as did their carnival ancestors. They are genuine aids to self-instruction.

But their name stands in the way of wide acceptance. Teaching machine, nonsense! Why not a frank boast of their parentage, and one in good American jargon? LEARN-O-MAT is our choice. We'll concede a more dignified name for the professional—perhaps one derived as RADAR was: MAST, from Machine to Aid Self-Teaching.

But for the public, one that is self-explanatory: LEARN-O-MAT.

We Need a New Measure

The gratitude of the whole profession would be honestly earned by the fellow who comes up with a replacement for "classroom" as a measure of the need for new facilities. What agony would be relieved for the superintendent who has to project the needs of a complex school system in terms of classrooms alone! How much confusion would be spared the congressman who hears such conflicting reports as to classrooms built and needed! How much more impregnable is this measure to the attacks on building costs so often made by those to whom a tax dollar is a bad, or at best a wasted, dollar!

The term as a unit of need is a hangover from the days of the one-room school. There must be a better way of measuring and expressing our real needs and achievements. Who will produce the measure to end our agony, clarify our confusion, and cut away the underbrush where snipers lurk?

A New Superintendent Faces His Job

A neophyte superintendent begins work in a school district in the face of many questions, challenges, and problems. Not the least of the matters he must probe are: The educational objectives of the community. How the schools are financed. The major needs of the district in personnel, physical plant, curriculum, special needs; and the socio-economic levels, predominant religions and races, educational levels, aptitudes and potentials of all persons in the community, including students, parents, teachers, and patrons. Board members possess a fund of background information for the new administrator; but he may find that they cannot give explicit answers to every question and he must search them out for himself.

How will the new superintendent carry out the demands of his new position? He can begin with an orientation program prior to the opening of a school which includes: talks with board members, suggestions and advice from the out-going superintendent, a tour of the schools and community with a well informed guide, a tea or reception for community leaders and all available faculty members (or some comparable activity), meeting as many staff members, parents, and others as possible when they call at the school before it opens in the fall (make it a point to remember their names and their relationships to the school or community), and sessions with the summer staff—custodians, clerical staff, supervisors, and other administrators—to discuss pertinent problems.

The new superintendent will find voluminous records, articles, bulletins, pamphlets, study guides, handbooks, newspapers, and other printed materials in his files which will require analyzing and assimilating. At this point, the job of selection and organization is paramount. He must devise a system enabling him to refer to items quickly when needed.

It is assumed that the board of education, having employed the superintendent because of his special knowledge and preparation in school administration, will respect his judgment and recommendations when making educational decisions. The superintendent, as the board's executive officer, has to implement school district policy, but he should share in decision-making. Above all, the new superintendent must remember that the schools belong to the public and that, in the final analysis, the citizens have the final authority in matters pertaining to the schools which they have created and which they support.—*Dr. George Propeck, Superintendent, Prospect Heights, (Ill.) Elementary Schools.*

Correction

Apologies to readers and to NEA for two incorrect figures in "Who Killed Cock Robin?" (August, p. 33). School construction in 1949–50 was $1.014 billions and in 1959–60 $3.469 billions; *not* $5.8 and $15.9 as we published. Also, the estimate for parochial and private construction was from the U. S. Office of Education and not the NEA as implied. •

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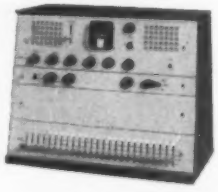

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ECONOMIC SCENE

Area Development and Community Stability

IF THERE IS any one factor that contributes most toward efficient, economical education, it is probably the stability of the community in which that education takes place. To state this another way, community stability—good year-round employment, moderate and predictable population increases, small fluctuations in personal and corporate income and realty values in the area—all contribute to stability in the education taking place in that area, be it public or private, elementary, secondary, or higher education.

Some examples of community instability come to mind: the Lawrence-Lowell (Mass.) area of chronic unemployment (as a result of textile plants closing and moving South); the Levittown (Long Island) area experiencing sudden suburban growth; the Kansas-Nebraska-Southern Illinois area in which the farmer-exodus has been acute. These are more extreme examples, involving hundreds of thousands of people and millions of dollars. However, their basic problems are duplicated in smaller communities and can cause just as much relative trouble for school and college planners.

Unfortunately economists know more about stability at the national level than at local or regional levels. One of the most significant trends in the past ten years has been the appearance of area development programs to probe into the whole problem of community stability. (In this case, stability means planned growth, not merely maintaining the status quo.)

According to Donald R. Gilmore, who surveyed the situation for the Committee for Economic Development, there were about fourteen thousand development organizations in the U. S. as of 1957. They employed ten thousand people and spent $220 million. This is viewed as a low estimate for that year; figures would be considerably higher for 1960.

Although principally concerned with economic growth, area redevelopment programs must, of necessity, probe such subjects as transportation, water and sewage, zoning, living environment, cultural and recreational facilities, and *quality of education*. As a result, the area development programs in most communities have a large fund of information that could be vital for local education executives to know.

As could be expected for an activity described as "in its infancy," there is no real pattern to the area development organizations themselves. Some are sponsored by

local chambers of commerce, planning boards, and community development corporations. Others are functions of state agencies or financing authorities. As Mr. Gilmore also notes, "Many private concerns, such as railroads and electric and gas utilities, have realized that their own economic future depends heavily on the economic health of their service areas and have established their own development departments to encourage their economic growth."

The area development problems are most acute in the burgeoning metropolitan areas. Results of the 1960 Census revealed the population of the U. S. increased by 18.6 percent, roughly two-thirds of which took place in suburban areas (on the perimeters of large cities). The challenges here, both for private and public education, are enormous. Mr. Gilmore, however, is discouraging about any early or quick successes. "A high degree of frustration among both businessmen and public officials follows from their attempts to cope with the problems of sprawl and the overlapping and inadequate jurisdiction of both public and private agencies involved in the metropolitan framework. Governmental boundaries and powers do not coincide with metropolitan economic boundaries within whose framework problems must be solved."

A case in point is the effort of the Urban Renewal Administration to get urban universities better acquainted with the Section 112 provisions of Title I. Here, federal grants-in-aid, local tax structures, and private education are knotted up in an unfamiliar—and competitive—relationship originally conceived as a boon.

Effects of the Election

Also on the horizon is a national election, the outcome of which may affect more than half the cities in the nation within a calendar year. There appears to be a more decided split in fiscal programs between the two parties in this election than in the last two. For example, should the Democrats win the executive branch and rescind Republican "tight money" policies, some of the local effects could be:

1. a spurt in housing development and "suburban sprawl," another effect of easier mortgage money,
2. stepped-up relocation of industry and some plant expansion (meaning some shifts in population, also),
3. slight rises in land values and, therefore, slight increases in local tax revenues,
4. increased purchasing activity (under credit stimulations) but probably no increase in dollar purchasing power.

These are just conjectures, for the Democrats have not had a chance to demonstrate executive fiscal policies for eight years (except during the 1957–58 recession, when Congressional action affected local situations). However, community stability, under area redevelopment programming, takes on many characteristics of national stability, hence the elections are of major consequence. •

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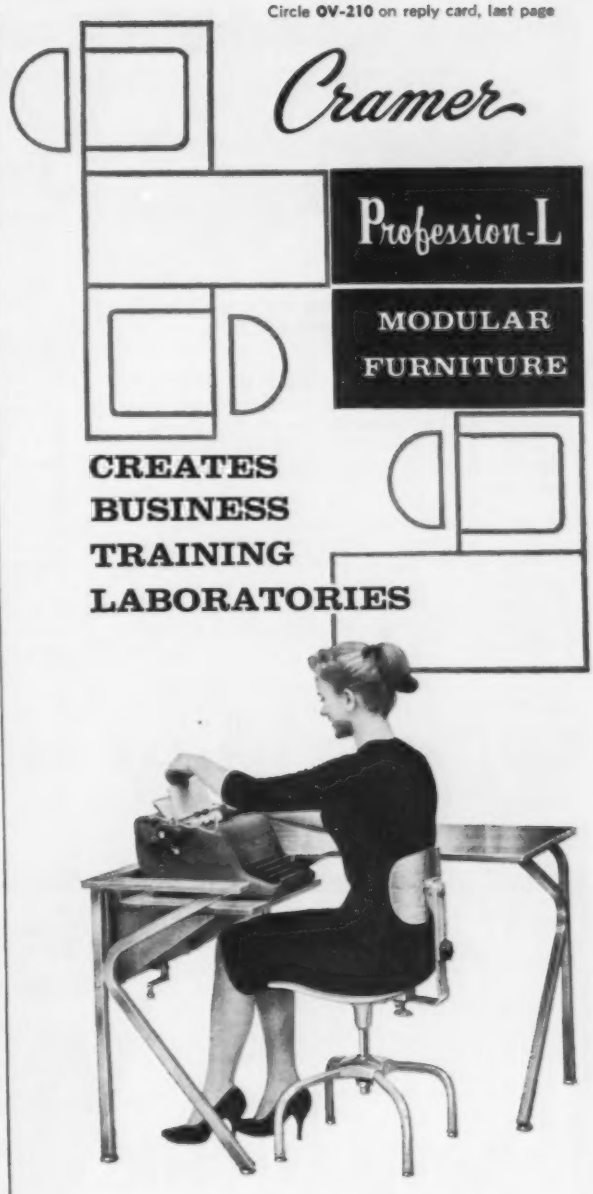

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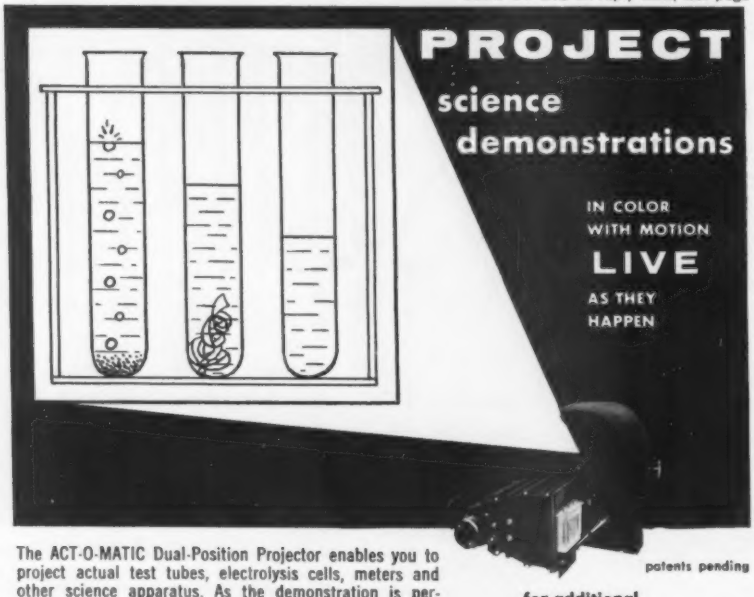

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CALENDAR

OCTOBER

4–8, National Council on Schoolhouse Construction. At Toronto, Ontario, Canada. Ex. sec.: W. D. McClurkin, Peabody College, Nashville 5, Tenn.

6–7, American Council on Education. At Chicago, Ill. President: Arthur S. Adams, 1785 Massachusetts Ave. N.W., Washington 6, D. C.

7–12, Department of Rural Education. At Louisville, Ky. Ex. sec.: Howard A. Dawson, 1201 16 St. N.W., Washington 6, D. C.

9–12, National Assn. of Physical Plant Administrators of Universities and Colleges. At Boston, Mass. Ex. sec.: John H. Sweitzer, Earlham College, Richmond, Ind.

9–13, Assn. of School Business Officials. At St. Louis, Mo. Ex. sec.: Dr. Charles W. Foster, 1010 Church St., Evanston, Ill.

14–16, National Assn. of Public School Adult Educators. At Denver, Colo. Ex. sec.: Robert A. Luke, 1201 16 St. N.W., Washington 6, D. C.

17–19, Adult Education Assn. of the U.S.A. At Denver, Colo. Ex. sec.: Dr. Glenn Jensen, 743 N. Wabash Ave., Chicago 11, Ill.

17–21, National Safety Council. At Chicago, Ill. Secretary: R. L. Forney, 425 No. Michigan Ave., Chicago 11, Ill.

18–21, National Assn. of Educational Broadcasters. At San Francisco. Ex. dir.: Dr. Harry J. Skornia, NAEB, 14 Gregory Hall, Urbana, Ill.

22–27, American School Health Assn. At San Francisco. Ex. sec.: Dr. A. O. DeWeese, 515 E. Main St., Kent, Ohio.

NOVEMBER

14–16, American Assn. of Land-Grant Colleges and State Universities. At Washington, D. C. Ex. sec.: Russell I. Thackrey, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

15–19, Council of Chief State School Officers. At Santa Fe, N. Mex. Ex. sec.: Dr. Edgar Fuller, 1201 16th St., N.W., Washington 6, D. C.

17–18, National Organization on Legal Problems of Education. At Washington, D. C. Secretary: Roger M. Shaw, Kent State University, Ohio.

23–26, National Council for the Social Studies. At Boston, Mass. Ex. sec.: Merrill F. Hartshorn, 1201 16th St., N.W., Washington 6, D. C.

24–26, National Council of Teachers of English. At Chicago. Secretary: J. N. Hook, 704 S. Sixth St., Champaign, Ill.

27–30, National School Supply & Equipment Assn. At Chicago. Ex. Mgr.: Dave McCurrach, 27 E. Monroe St., Chicago 3, Ill.

30–Dec. 3, Institute of International Education. At San Francisco. Chief of Secretariat: Pearl G. Purcell, 1 East 67th St., New York, N. Y.

DECEMBER

2–4, Assn. of Colleges and Secondary Schools. At Memphis, Tenn. Ex. sec.: L. S. Cozart, Barber-Scotia College, Concord, N. C.

5–9, American Vocational Assn., Inc. At Los Angeles. Ex. sec.: M. D. Mobley, 1010 Vermont Ave., N.W., Washington 5, D. C.

5–9, American Technical Education Assn. At Los Angeles. Ex. sec.: W. N. Fenniger, 22 Oakwood Place, Delmar, N. Y.

Data for Delegates—An hour's drive out the Santa Ana Freeway from downtown Los Angeles takes you to Disneyland. While you're there, stop by Knotts Berry Farm and Ghost Town, a replica of an 1849 Gold Rush community. See performing whales, seals, and porpoises at Marineland of the Pacific (world's largest oceanarium). If it's "shoot-'em-up" action you want, then stop by Corriganville, site of thousands of western movies (weekends only during winter). Football fans, see pro ball played at the Los Angeles Coliseum. Average temperature for December: 57°. Nights are cool.

19–20, Assn. of Business officers of Preparatory Schools. At Groton, Mass. Ex. sec.: James W. Griswold, The Phillips Exeter Academy, Exeter, N. H.

26–31, American Assn. for the Advancement of Science. At New York. Ex. sec.: Dael Wolfle, 1515 Massachusetts Ave., N.W., Washington 5, D. C.

27–29, Modern Language Assn. of America. At Philadelphia. Ex. sec.: Geo. Winchester Stone, Jr., 6 Washington Square North, New York 3, N. Y.

28–30, National Council of Teachers of Mathematics. At Tempe, Ariz. Ex. sec.: M. H. Ahrendt, 1201 16th St., N.W., Washington 6, D. C.

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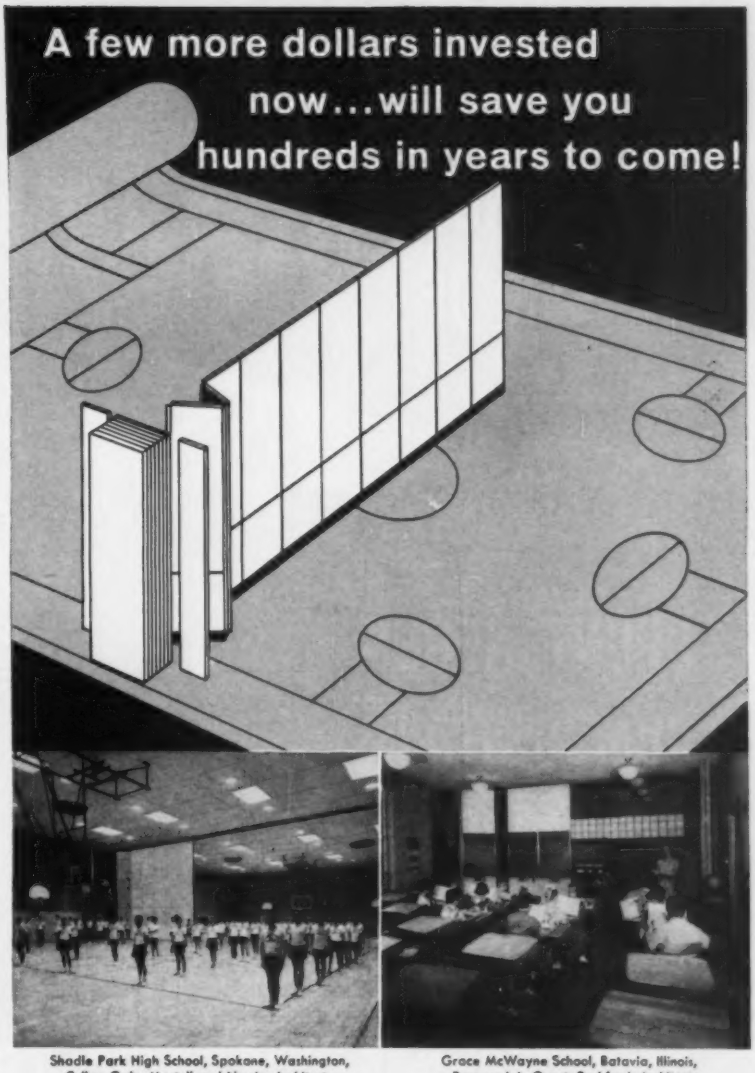

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LATE NEWS

For further coverage, see pages 75–84.

AID FOR THE SMALL SCHOOL: Support to further improve the educational programs offered by the nation's small, rural schools is the object of three new Ford Foundation grants. Totaling $282,945, they will go to:

- The Catskill Area (N. Y.) Project in Small School Design.
- The Rocky Mountain Area (Colo.) Project for Small High Schools.
- The Educational Resources Project covering some 150 schools in Vermont and Maine.

Most of the schools involved in these projects have fewer than 150 pupils, according to Alvin C. Eurich, executive director of the Foundation's program in education. However, one out of every five American students still attends this type of school, he said.

In many parts of the country, geography, population sparcity, and economics make school consolidations unfeasible, he explained. "It is clear that for the unforeseeable future the small school will provide the education for a significant portion of America's youth."

Too often, Eurich explained, small schools have overlooked their distinctive advantage to individualize instruction and have followed practices in staff assignment and pupil programing set by large schools. The objective of the new grants, he said, is to demonstrate ways in which the small school can improve teaching and learning.

* * *

EDUCATION AT SEA: Crew members of the Navy's Polaris missile-firing submarine, USS George Washington, will have a chance to earn Harvard University credits this fall when the atomic powered submarine goes on operational patrol. They will be the first students to take a Harvard extension course away from the Boston area.

Through films of lectures telecast last spring by Boston's educational station, WGBH-TV, crewmen will study the meaning of modern revolutions. The course, "The Anatomy of Revolution," was one of the first Harvard extension courses given for TV credit. The 15 kinescoped lectures will be shown while the submariners are on undersea patrol.

Assigned reading will be available in the submarine's library.

When crewmen return to the U. S. Submarine Base at New London, Conn., they will meet with a Harvard teaching fellow for classroom instruction. Those who pass a final examination will receive the equivalent of two semester hours of college credit.

Plans are being made for a similar course in college mathematics and subsequent courses in other fields. Crew members of other Fleet Ballistic Missile submarines will have the same opportunity as more submarines become operational.

* * *

INTEGRATION INCHES ALONG: Public school openings in the South last month were marked by two characteristics: little progress toward desegregation and a lack of violence. Both can be attributed to new segregationist tactics involving long, drawn out court contests.

With the pace of desegregation slowed to a crawl, many Nergoes are giving vent to their impatience over the Supreme Court's "with all deliberate speed" edict. Tensions throughout the Deep South are mounting.

Faced with an "integrate or no public schools" choice, many Southern whites now regard desegregation as inevitable, though objectionable. Their tactics have switched from massive resistance to delay.

At the start of the school year, fifteen new Southern school districts had complied, at least in token, with the Supreme Court's 1954 ruling. Of these districts, five were in Virginia, two each in Texas, Delaware, Tennessee, and Oklahoma, and one each in Arkansas and North Carolina.

A total of 766 bi-racial districts in the South have integrated their schools. But there are 2,838 bi-racial school districts of the total 6,676 districts in the 17 southern states and the District of Columbia.

Of more significance, the number of Negroes actually attending white schools remains at about six percent of the total number of Negroes enrolled in Southern public schools, according to figures compiled by Southern School News.

Five states of the old Confederacy still have no integration: Alabama, Georgia, Louisiana, Mississippi, and South Carolina.

However, New Orleans schools are under a Federal District Court order to drop racial barriers in their first grades Nov. 14. They were originally scheduled to desegregate when school opened in September but were granted a ten-week respite by Federal Judge J. Skelly Wright.

Negro and white authorities agree that no more than 25 Negro youngsters (out of 7,000 eligible to attend first grade) would enter white schools this year.

The integration order came about only after a

three-judge federal court struck down a "last resort" statute similar to those in effect in other states. The statute would have empowered the governor to close every school in the state, if necessary, to prevent desegregation.

Staunch segregationists vow that New Orleans will mark an absolute showdown with the Federal government.

In a second of the Deep-South five, Atlanta, Ga., schools have been ordered to desegregate their eleventh and twelfth grades next year.

Most newsworthy of the new districts to desegregate was Houston. Texas already had 3,500 Negro school children attending integrated schools, but Houston remained the largest segregated school district in the nation.

The city had been ordered to integrate its first grade with the opening of school. The board of education had appealed to the Fifth Circuit Court for a stay, the court denied it, and the Supreme Court upheld the decision. The board carried its appeal to Gov. Price Daniel, but he refused to intervene on the grounds that states have no authority to interfere with federal integration orders.

As a result, six Negro first-graders are now attending integrated classes.

In Virginia, with 129 school districts, 11 are now integrated. Richmond, capital of the Confederacy, is among the five new desegregated districts.

In Little Rock, Ark., where three years ago federal paratroopers had to enforce token integration, 12 Negro children, almost unnoticed, attended high school with whites.

In New York City, a school boycott threatened by a predominantly Negro and Puerto Rican group was called off five days before schools opened. The parents were mollified by the city's agreement to transfer as many Negro and Puerto Rican students as possible from overcrowded neighborhood schools to underfilled schools in other areas.

As a result, the board of education announced that pupils in 21 largely segregated junior high schools will be allowed to transfer to other schools where there is a better "ethnic balance" and where space is available.

* * *

SCHOOLS UPPERMOST: Good schools are "the single most important criterion" that attract research scientists and engineers to a new location, reports the Armour Research Foundation of Chicago. The Foundation, looking for new sites for laboratory facilities, interviewed officials of more than 50 companies.

Scientists and engineers are willing to relocate practically anywhere in the country, they discovered, provided the area possesses "extremely well qualified schools for children of professional people." A major university nearby was also considered an attraction.

* * *

FEWER DISTRICTS: The number of school districts in the nation has reached its lowest point in recent years, according to Office of Education figures based on a Census Bureau survey. In the past school year, there were 42,428 districts, with 7,029 of them not operating schools.

Commissioner of Education Lawrence G. Derthick said the number is almost 20 percent below the 52,937 of 1956–57, and 40 percent below the 1951–52 total.

An encouraging sign was that the biggest decreases were among the smaller school districts, considered to be uneconomic in their use of educational resources. Every category in which enrollments were less than 1,200 showed a decline, Derthick pointed out. Systems with less than 50 students decreased almost one-third since 1956–57. However, he said there were still 19,369 systems which enrolled fewer than 150 students each in 1959–60.

On the other hand, systems with enrollments of 1,200 or more showed increases, with districts in the 12,000 to 25,000 enrollment bracket increasing by 31 percent.

Greater reductions in the number of school systems occurred in the Great Lakes and Plains States. All other regions (except New England) registered some decline over the past three years.

* * *

STUDY TEXTBOOKS: A pair of English professors at the University of California are setting out to analyze and evaluate the English textbooks used in America's high schools. The project was prompted by the belief that selection of textbooks is a key to the development of sound, effective programs of literature and composition. Profs. James J. Lynch and Bertrand Evans are being supported in their year-long project by a grant from the Old Dominion Foundation.

The professors intend to examine all widely used textbooks including anthologies of literature, grammar and composition texts, workbooks, and high school editions of classics. Several hundred volumes will come under their scrutiny before next June.

They will also examine book adoption practices of teachers, school administrators, commissions, and other groups charged with the selection of high school textbooks.

* * *

RECORDS IN RUSSIA: New enrollent highs will be set in Russian, as well as American, schools this year. Last year, more than 31 million students were enrolled in elementary and secondary schools and another four million in special higher schools, colleges, universities, and institutes. Latest estimates indicate that enrollment in all categories will exceed these figures.

In addition, thousands of students are attending Communist Party boarding schools, in which youngsters spend up to five days a week away from their parents under Soviet teachers and trainers.

This scholastic year is also the second under the reorganized education system in which scholars from the first grade up are bing taught a "healthy respect for work." All students put in a specified number of hours working each week, in addition to their regular schooling. Many youngsters will work full time after completing eight grades of school and will continue their education only at night or through correspondence courses.

The new system originated with Premier Nikita S. Khrushchev, who contended that too many students were finishing school without labor skills and enthusiasm for jobs in factories or on collective farms.

* * *

RURAL EDUCATION LACKING: Rural boys and girls who leave the farm are for the most part ill-equipped for city jobs, declared the National Planning Association. The non-profit research organization found in a study that rural schools are failing to train and educate farm youth for the non-farm occupations that many seek because of declining opportunities on the farm.

Pointing out that young farm people "deserve equal opportunity in competing for jobs in the city," the Association urged farm organizations, school boards, and rural citizens to study the facts and come up with a new course of action.

* * *

ENTRANCE TESTS DENOUNCED: Widespread use of standardized college admissions tests was decried by a psychologist at the American Psychological Association's annual meeting. Dr. Joshua Fishman, director of research at the Greenfield Center for Human Relations, University of Pennsylvania, and recently named dean of the Graduate School of Education at Yeshiva University, said that mistaken evaluation of the results and the lack of philosophical goals are carrying these tests far beyond their original concept.

Fishman was especially critical of the misapplication of test results and their frequent use for the sake of prestige.

Often, he said, the tests are mere "smoke screens" hiding irrelevant aims of the schools applied to. Many times the tests are used to "camouflage the non-aptitude considerations" that institutions use in making selections.

Another great problem, Fishman observed, is that results are treated as irrevocable pictures of the individual student, rather than as "momentary and reversible" readings. So far, he said, "psychologists have not been able to disentangle promise from deliverance, potentiality from actuality, aptitude from achievement."

Meanwhile, the College Entrance Examination Board in New York revealed that a record number of institutions were contemplating using its services. CEEB said an unusually large number of schools had applied for membership this fall and a number of state systems have expressed an interest in the board's tests for their state colleges and universities.

Sixty-two new schools have applied for CEEB membership. If all are accepted it would raise the board's roster to 349 members.

* * *

TEACHERS' SALARIES UP: Teachers' pay rose 2.6 percent in the past year, according to a special survey by U. S. News & World Report. The survey of workers in 38 different fields shows teachers have an average weekly take home pay of $91.60 (after Social Security and federal income taxes).

The percent increase has been adjusted for higher living costs and represents a rise in "real" income, according to the magazine.

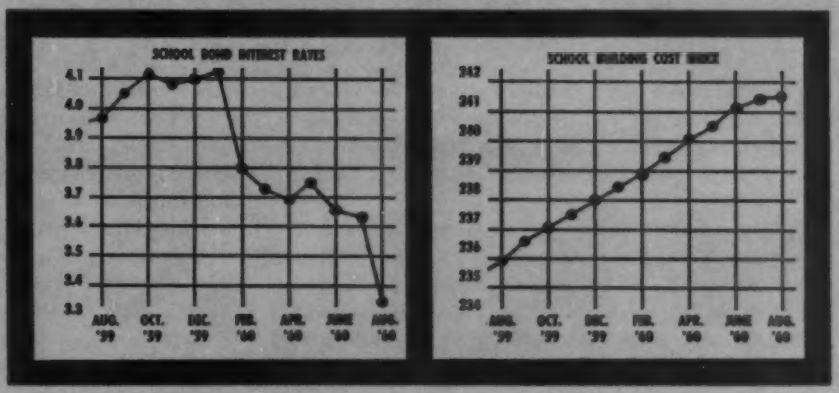
Of the workers sampled, teachers ranked 17th, behind such groups as electricians, plumbers, auto workers, and federal government employees. However, their 2.6 percent increase was sixth highest. (Tops were the hard coal miners, up 9.6 percent.)

* * *

COMBATTING ILLITERACY: Alabama has started a literacy project this fall to teach reading and writing to the state's 69,523 illiterate adults over 25 years of age. The course will consist of free supervised classes in addition to instruction over Alabama's ETV channels during an evening program hour.

Assisting in the project by searching out non-

BUILDINGS & BONDS: Action by Federal Reserve Board stimulated lending, brought bond rates down to 3.31% low. Building costs are holding steady. (See p. 31.)



readers in their communities are members of the Kiwanis and Lions clubs.

* * *

TRY AGAIN: Voters of the Westran School District in Huntsville, Mo., have just defeated a $300,000 school bond issue for the tenth time since March 1, 1958.

The vote was 748 in favor and 413 against the bond issue, the nearest the proponents of the measure have come to victory in the ten special elections. A two-thirds majority is required to approve a school bond issue.

* * *

TRAIN OWN TEACHERS: In a step that portends an entirely new relationship between public school systems and U. S. colleges and universities, Los Angeles schools have this year assumed a share of the responsibility for training their own teachers.

Under a "specialist-teacher" program, 51 carefully screened men and women are working as teacher-assistants in ten Los Angeles high schools, at the same time pursuing graduate studies at the University of Southern California. More than 1,000 inquired about this student-teacher opportunity, supported by a Ford Foundation grant.

The program, first of its kind in the nation, will advance teacher preparation standards a full year, says dean Irving R. Melbo, of the USC school of education. Not only will the program train teachers as they work at teaching, he said, it will assure them of fulltime teaching posts in Los Angeles schools. In the next five years, the program will turn out some 250 special teachers.

During the first semester of the project, teacher-specialists will act as teacher-assistants for three hours a day while continuing their studies. In the second semester, they will be teacher-assistants for two hours and student teachers for one.

In the second year of the program, they will be serving as either fulltime or halftime teaching interns for the first semester, and as fulltime teaching interns with their own teacher assistants in the second semester.

The trainees will work on a $1,530 fellowship in the first year and may apply for a $1,000 loan. Summer work will bring another $250 fellowship. In the second year, they may earn up to $5,000 if they are acting as fulltime teacher interns.

* * *

POWER GRAB: A plan to convert three state teachers colleges into University of Maryland branches has been described as a "power grab" by state superintendent of schools Thomas G. Pullen, Jr.

"This procedure on the part of University officials to expand by expropriating other institutions is a dangerous threat to all public education," he said.

The superintendent's charge came after the college-university unification plan was recommended by a study commission appointed by Gov. J. Millard Tawes. Their report called the plan "fully feasible" and "educationally sound."

* * *

MONEY TO GROW ON: An education subcommittee of the Utah State Legislative Council has accepted an estimate of $66.3 million as the amount needed in the next five years to meet "critical classroom needs" of the state's public schools.

The estimate was derived from a study undertaken in cooperation with the Utah Education Association. It includes anticipated classroom needs arising from growth and classrooms needed to eliminate present overcrowding.

It was estimated in the study that about $42.3 million could be met by districts from presently available revenues and bonding capacities. This would leave some $24 million in what was described as "unmet needs." To offset this deficit, the subcommittee agreed to recommend an increase of about one-third in the bonding capacity of local districts and state aid to pay off bonded indebtedness in excess of that which the district cannot finance with "a reasonable local effort."

* * *

POTPOURRI: Soviet leaders, concerned over the lag in the country's school building program, are permitting local governments to divert capital investments for industry to school construction projects. The building shortage is forcing schools in some areas to operate on a three-shift basis. . . . Instruction in English and citizenship will be available to all adults in free day and evening classes conducted by the Philadelphia school system. Classes, for both citizens and non-citizens, meet in schools and other buildings located in every section of the city. . . . Cornell University has received a $44,350 grant from the U. S. Office of Education to prepare two Chinese language textbooks. The two —a handbook of literary Chinese and a social science reader—have been declared "urgently needed" by a national advisory committee of Chinese language scholars. . . . The University of Michigan department of English language and literature is offering special instruction to a select group of high school English teachers who have never completed a "major" or its equivalent in the field. Purpose is to acquaint them with the newest ideas and methods of instruction in literature, language, and composition. . . . The Mathematical Association of America has received a $350,000 grant from the National Science Foundation to develop a program for updating mathematics instruction. . . . The Firemen's Association of the State of New York has called for enforcement of a state education law that requires teaching of fire prevention in all grades. . . . Closed-circuit television is being used at National College of Education, Evanston, Ill., to enable education students to observe children in "live" classroom situations televised from the College's demonstration school.

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"This is how we help them remember more of what they see and hear in a movie."

Says Lawrence Root,
Principal at the new Brighton District No. 1 Council Rock Elementary School, Rochester, New York, selected by A.A.S.A. for its exhibit of outstanding school designs:

"We take the view that most educational films have been prepared professionally, and as such can communicate subject matter worth learning.

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"Our reward is evidenced in the picture above. Good attentiveness, and — later — good recall of what they saw and heard."

The picture above was taken using only that light reflecting from the screen while a movie was in progress. The projector that throws such a brilliant easy-to-see image on the screen is a Kodak Pageant Sound Projector, with its special Kodak Super 40 Shutter. With this shutter, the Kodak Pageant actually projects 40% more light onto the screen than projectors with ordinary shutters.

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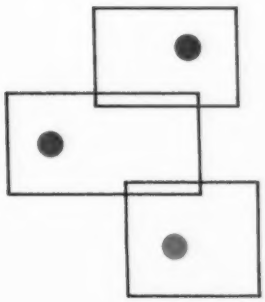

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American Bridge
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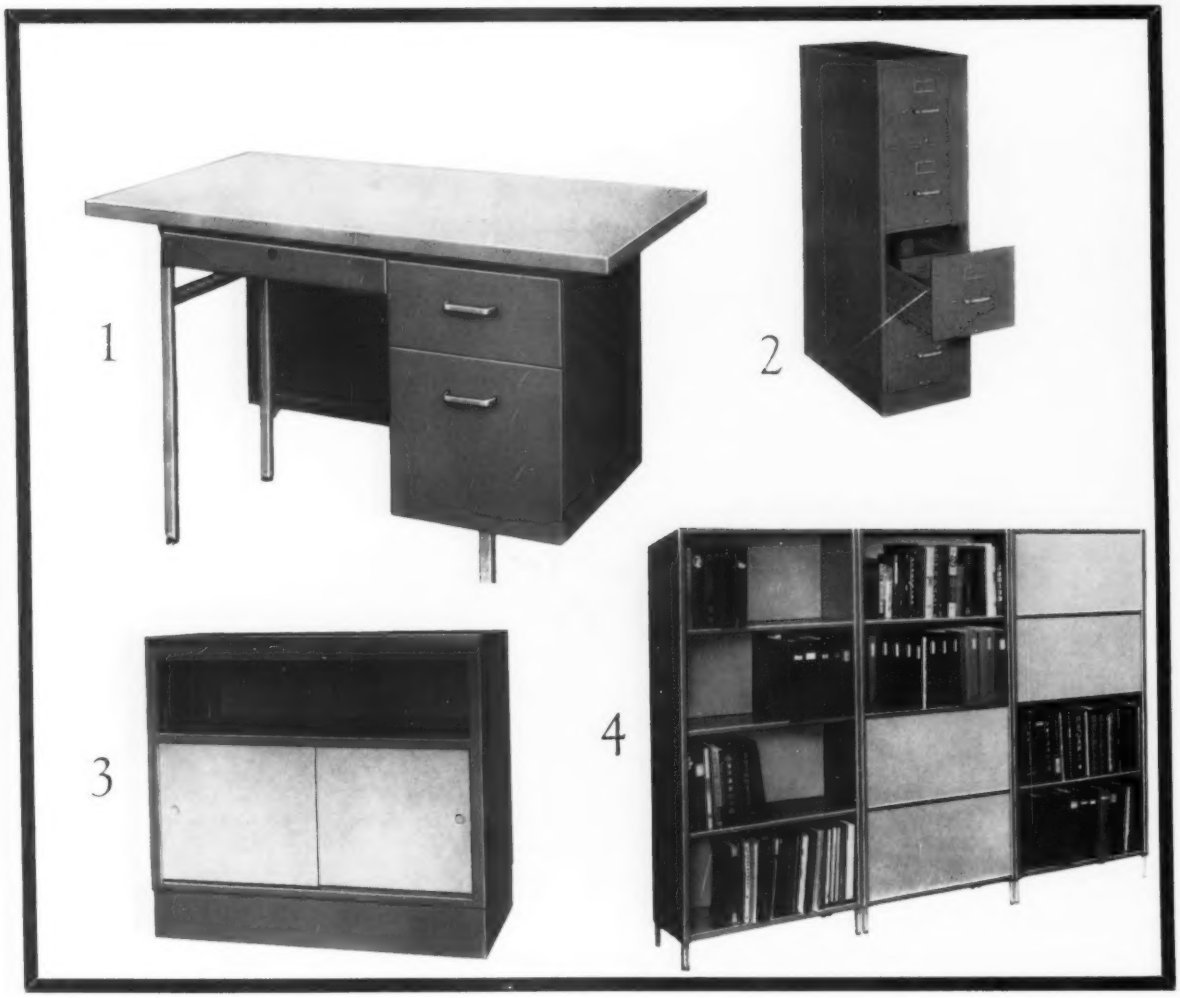

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Don Shiner

During their trip to Washington, Bloomsburg's student teachers inspect materials suggested by a curriculum specialist at U. S. Office of Education.

The Bloomsburg Experiment

TWICE EACH year Bloomsburg (Pennsylvania) State College takes its pre-service teachers to Harrisburg and to Washington, D. C. to learn of materials that are available to teachers from state and national education headquarters.

State departments of education, the U. S. Office of Education, and professional organizations are vague, impersonal structures to most teachers. Unaware of the friendliness reposing behind gray walls, and of the materials for instruction improvements emanating from within, teachers deprive themselves of the best thinking by professionals in terms of preparation and presentation of instructional materials.

Only through teacher training programs, in which young pre-service teachers are brought directly into a professional relationship with these institutions, can we hope to develop insights needed for successful utilization of available services.

Bloomsburg State College has just completed a four-year trial program aimed at encouraging young pre-service teachers to utilize federal and state professional agencies and organizations in improving their instructional qualities. In conferences with members of the leadership services of the Department of Public Instruction in Harrisburg, we finally decided on curriculum emphasis using subject specialists from the division of curriculum services. This gives pre-service teachers in many certification fields a chance to discuss directly with the educational specialists in their own discipline. Each pre-service teacher knows his own specialist by name. We believe the teacher will then be more likely to call on him for guidance.

Our program in curriculum is continued at the federal level with U. S. Office specialists in subject fields conferring with our pre-service teachers. During the conferences we allow our students time to investigate the resource potential of the Bureau of Public Inquiry. Here thousands of pamphlets and bulle-

By Dr. George Fike, chairman of the division of secondary education at Bloomsburg (Penn.) State College, and Dr. Barbara Shockley, assistant professor of government and philosophy at Bloomsburg.

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Bloomsburg (continued)

tins related to instruction are provided without cost to teachers and students alike. According to one student teacher, "It was this part of the visitation that will be most beneficial to me." This valuable source of instructional material is unknown to many teachers in service.

During the conference at the Department of Public Instruction in Harrisburg, students are shown the extension library and informed of its place in the instructional program of public schools. This library contains many valuable educational materials such as filmstrips, bulletin board materials, and books. All of these resources are available for loans to the public schools in Pennsylvania. Unfortunately, this also is an unknown source to many teachers.

Our program at the National Education Association is two-fold. First, we call upon educational specialists for conferences and discussions with our student teachers. These specialists are normally the ones in charge of the subject departments within the NEA and are responsible for publication of educational journals in their fields. Methods and procedures related to instruction are again discussed. We feel that information gained here is extremely valuable for members of departments affiliated with the NEA.

Secondly, we as a profession are intensely interested in ethics. While at the NEA in Washington, we meet with members of the Committee on Professional Ethics who present problems involving ethical determination. This represents a continuation of the program at Harrisburg in which state education personnel discuss their contributions in the development of a code of ethics for the educational profession.

The role of the new teacher as a participant in his professional organization is studied. The resources of the PSEA and the NEA are used in this presentation. Pressing problems facing educators are brought to the attention of the new teacher and ways to resolve them are discussed to show his responsibility as a member of the profession. ●

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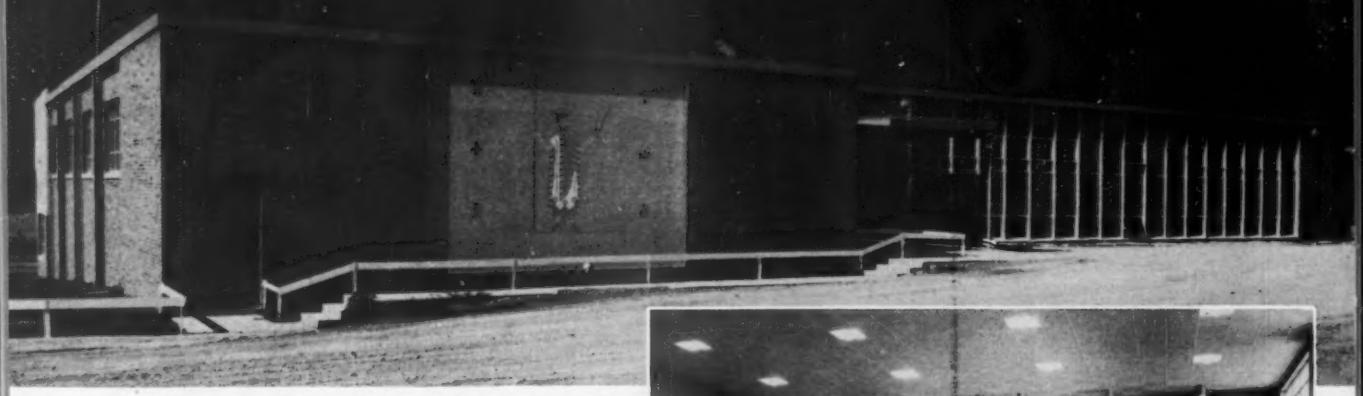

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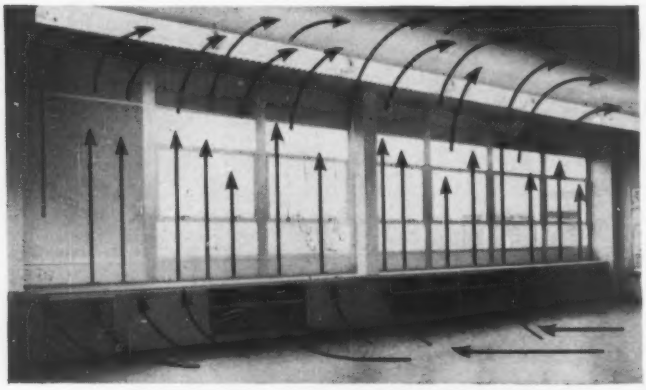
An air processing unit in each classroom meters precise amounts of fresh, heated or return air as required, filters it clean, and distributes it uniformly through functional bookshelf duct sections *across the full length of the exterior wall*. This creates a gentle continuous flow of air that eliminates cold spots, tired air, drafts and noticeable temperature changes. Individual room controls, with day and night settings, permit substantial fuel savings when rooms are unoccupied.

Minimum structural requirements and ease of installation reduced both initial costs and over-all expenditures. Servicing is handled by a qualified local heating contractor. When future building expansion is required, new Comfort Curtain classroom units can be added easily.



For complete information about the advantages of using a Comfort Curtain System in new buildings or additions to present structures, as well as its adaptability to in-the-room, two-room remote, central warm air, hot water or steam, and heat pump or electric heat sources, write LENNOX, 510 S. 12th Ave., Marshalltown, Iowa. If more convenient, call your nearest Lennox office, listed below, and ask for a technical representative to call.

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Prices Hold Steady For '61 Construction

SCHOOL DISTRICTS breaking ground during the next few months for new buildings can look forward to a period of reasonably steady construction costs.

Costs will rise, but the rise will be small.

That's the best guess that can be made right now out of the welter of statistics and opinion generated by the sprawling, largely unorganized construction industry.

Construction costs have remained remarkably steady over the past year and a half—despite a record volume of business—and there is little evidence of any immediate pressures to push cost-trends out of line.

The basic components of almost any index of construction costs must be, in ascending order, *the cost of materials and equipment, the costs of labor,* and *the costs of management.*

Over the past year and a half, then, these costs have remained steady—showing only a small composite upward trend.

Materials: The Department of Commerce's composite of wholesale prices shows slight rises—and more slight declines—in prices of most building materials.

For example, in the period May, 1959–May, 1960, lumber prices declined slightly, with the most spectacular drop (down twenty percent) in softwood plywood. In the same period, prices of most finished steel products showed no changes at all (except for a two percent rise in the price of galvanized carbon steel); copper tubing, building wire, "builders' hardware" (door locks, hinges, etc.), and plumbing fixtures showed gains of less than five percentage points; prices of most heating equipment showed slight declines.

Structural clay products (sewer pipe, brick, etc.), ingredients for concrete (sand, gravel and crushed stone, Portland cement), plaster, and other materials all went up an average of slightly less than two percent. Prices of prepared asphalt roofing dropped a sizable sixteen percent.

Labor: During this same period, average hourly earnings for the roughly 2.8 million people employed in the entire construction industry climbed very slowly, from about $3.15 an hour to about $3.20 an hour. Average hourly rates in building construction, in the same period, climbed from about $3.20 an hour to about $3.30 an hour.

It would appear that this relatively stable set of conditions is the result of a number of circumstances affecting the construction industry over the past year and a half or more:

- restraints in the national highway construction program, caused by shortages in the federal Highway Trust Fund (as a result of Congressional panic over the business recession of 1958) which have cut back the rate of expenditure of highways by about $400 million a year for two years;
- the drop-off of about 250,000 units of housing annually for the past two years;
- cutbacks in plans of private industry to expand its plant facilities, in response to "dips" in the financial picture.

These circumstances cut the demand for construction materials and machinery, and steadied the price picture. They have also relieved the pressure on the labor market, so that wage demands, in general, have been kept to a minimum. In the months ahead, there is little prospect for any immediate increase in such pressure. (The highway program will resume operations at full capacity in mid-1961, but this shouldn't affect mate-

By E. E. Halmos, Jr., who reports on the Washington scene for OVERVIEW.

Circle OV-223 on reply card, last page

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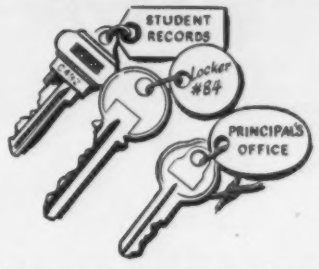

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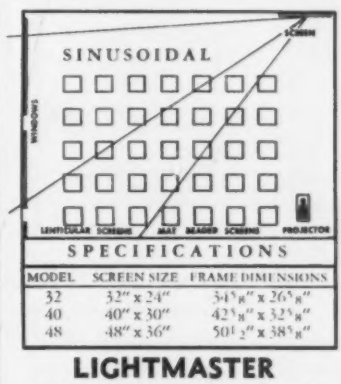

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Prices Steady (continued)

rials or labor used in school construction. Since Congress failed at the August session to give a "massive infusion" of federal money to the housing field, there's no prospect of any great jump in this area either, but rather of a continuation of the present pace of about 1.2 million units each year.)

There is also a growing trend toward long-term wage agreements (two years or more) between contractors and unions; the fact that much wage negotiation is done during the summer, with the new rates applying for a considerable period; and the recent concentration by unions on fringe benefits rather than on direct increases in hourly rates.

Because of the prevalent (though not universal) long-term wage agreements, a contractor starting work now for a school district can generally count on his labor costs remaining at the rates established when he made his bid.

And the unions themselves, speaking from their headquarters in Washington, have given some assurances that demands over the next year or so will remain in line with the economy; increases will be asked only when prices rise generally. Because of the intermittent nature of construction work (which depends on the weather, for one thing) the unions are more interested in benefits such as pension funds, hospitalization, and the like, than in more take-home pay. Of course, these benefits are added costs for the contractor, but he can spread them out over a period of time.

No construction union head in Washington will say flatly that his organization will or will not take any specific action. All of them, quite realistically, are aware that individual locals or councils may turn maverick at unpredictable times, spurred by some local condition or demand. But the general consensus is that the building trades are reasonably well satisfied about present arrangements with employers, so that costs can be considered with some safety on the basis of present rates.

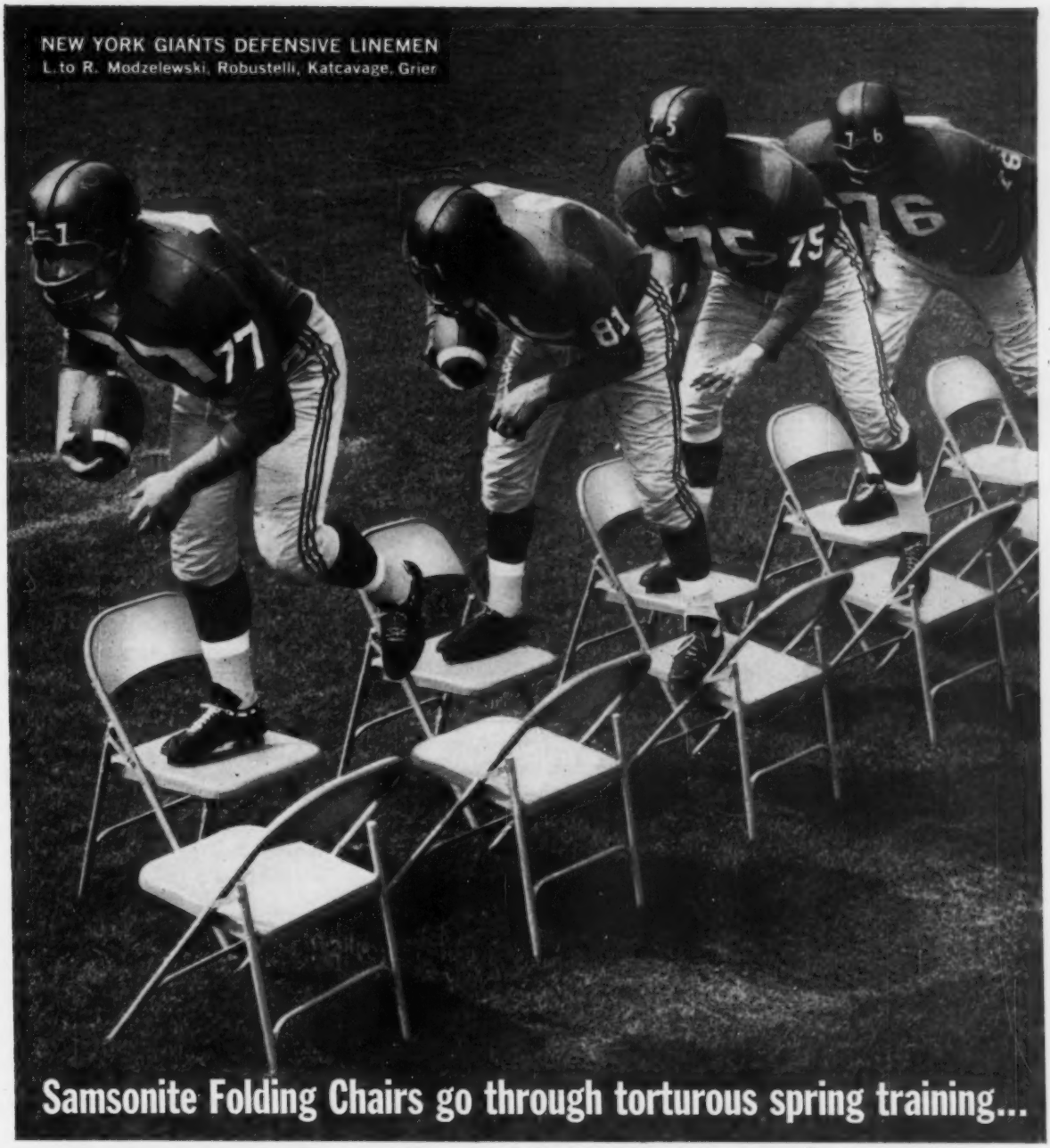
Jurisdictional disputes—long the bane of the construction industry, as unions fight to keep traditional work, even though technologies have changed radically—appear to have been on the wane in the past year or so, at least in the school construction area.

Of particular interest here is the failure to obtain legislation, much wanted by the unions, to permit so-called *"common situs"* picketing. The unions want to consider *all* contractors on a site (and there may be as many as fifteen or more on a large school job) as a single employer. Thus a dispute with any of the contractors would be considered a dispute with all, and the whole job might be shut down. Current interpretations of the Taft-Hartley Act and other labor legislation make such picketing of the whole job illegal; however, the unions are more amenable to settling their differences with individual contractors without attempting a delaying strike that would run up costs.

Management: This discussion leaves one other point to be considered in the question of construction costs for school district: The efficiency of the management of the construction contractor.

Since all contractors who may bid on a given school construction job start with the same plans, the same amount of materials, the same labor rates, and the same material, the real difference among the bids is the estimate by each contractor of his own management capabilities, the gamble that he can mesh all the elements and do it cheaper (and at a profit) than his competitor. Competition is very great; a recent business census indicates that there are about five hundred thousand contractors of all sizes doing business in the United States.

Of course, the "owner" (the school district) has protection against bad management in the form of performance bonds and other penalties. But these can be costly, time-consuming, and frustrating, when they have to be enforced. The remedy is care and proper advice in selection of the contractor in the first place and expert supervision of his activities after the job has started. ●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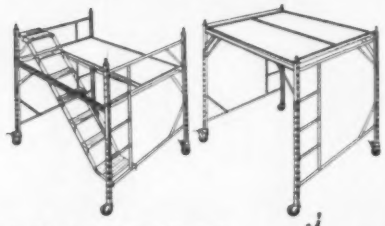

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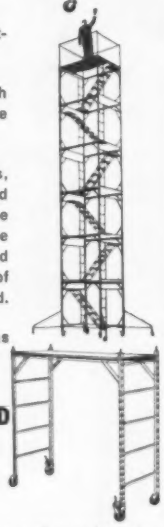

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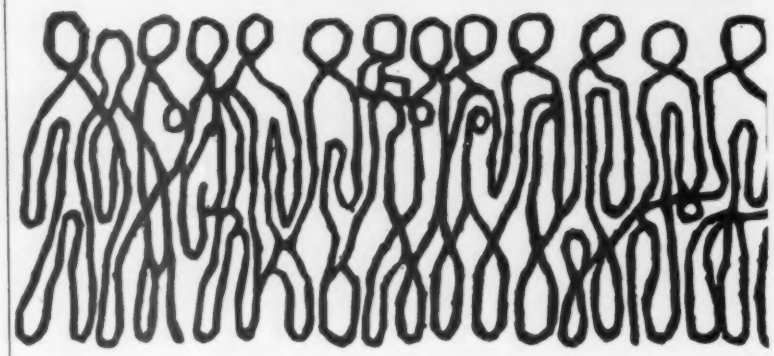


Quo Vadis

EDUCATORS HEAR *depechez-vous* and *mach schnell* when it comes to expanding their modern language programs. But what about Latin? Is this elegant, dead language still an important one in the contemporary curriculum?

When the Uniontown (Pennsylvania) City Schools began revising its language program, school authorities decided to poll some college and university deans for their views on the importance of Latin in the high school curriculum.

One hundred thirty-two colleges and universities responded to the school's questionnaire. They were a highly representative group of institutions from all over the United States, including Ivy League colleges, large state universities, state teachers colleges, institutes of technology, parochial colleges, and small women's colleges.

Don S. Glass, Uniontown's superintendent of schools, reports the following findings from the Latin poll:

1. Of the one hundred thirty-two institutions, only three require Latin for admission. (Wellesley College, Wellesley, Mass., requires it; Randolph-Macon School for Girls, Lynchburg, Va., requires it but does occasionally admit those with good records and a modern language; and Holy Cross College, Worcester, Mass., requires it for the A.B. degree only.)

2. One hundred twenty of the schools do not give admission preference to students with Latin on their high school transcripts over those with a modern language preparation. (Those favoring Latin preparation include the three schools requiring Latin and four sectarian schools; several responses were admitted to be the personal opinion of the dean of admissions and not necessarily school policy.)

3. Eighty-nine schools believe that any need for Latin can be satisfied on the college level. (Many who answered "no" to this question did so because their particular school does not offer Latin.)

4. Eighty-six strongly recommend four years of one language rather than the common practice of two years of two languages.

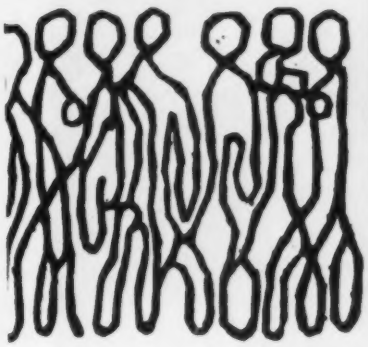
5. By a ratio of four to one, four years of a modern language is preferred over four years of Latin for high school graduates.

6. Where a school program is limited by enrollment, modern language instruction is recommended over Latin by a two-to-one ratio.

7. Two-thirds of the colleges believe that the related values assessed to Latin, such as classical significance, derivation of word value, mental discipline, language construction, and word recognition, can be satisfied in other areas of instruction without studying Latin. (Some replying "no" commented that while this is highly plausible, in many cases it is not being done.)

8. Only twelve of the institutions

RESEARCH



require their graduates to take Latin for graduation on the baccalaureate level. (Five of these are sectarian schools.)

9. The majority believes that present world conditions dictate a more compelling reason for studying modern languages than for studying Latin. But they hold that Latin should be reserved for those with a scholarly interest in the subject.

10. Technical and engineering schools, specifically, are almost unanimous in their opinion that students should be prepared in modern languages.

A reply from the dean of admissions of a large eastern university seems to place Latin in a just perspective. He said, "Strangely enough, I think that the place of Latin in our culture may be enhanced by the change which I think is coming. Latin will then take its place among the other subjects, like Greek and philosophy and archeology. It will attract those who love it—and will be more highly respected by the rest of us because of our respect for the scholars devoted to it."

The switch from Latin to modern languages is not limited to this country. Last spring Oxford University abolished Latin along with Greek as an entrance requirement for science students and Cambridge is planning to follow suit. This change has had immediate repercussions in Britain's secondary schools where Latin curriculum offerings are being considerably reduced. ●

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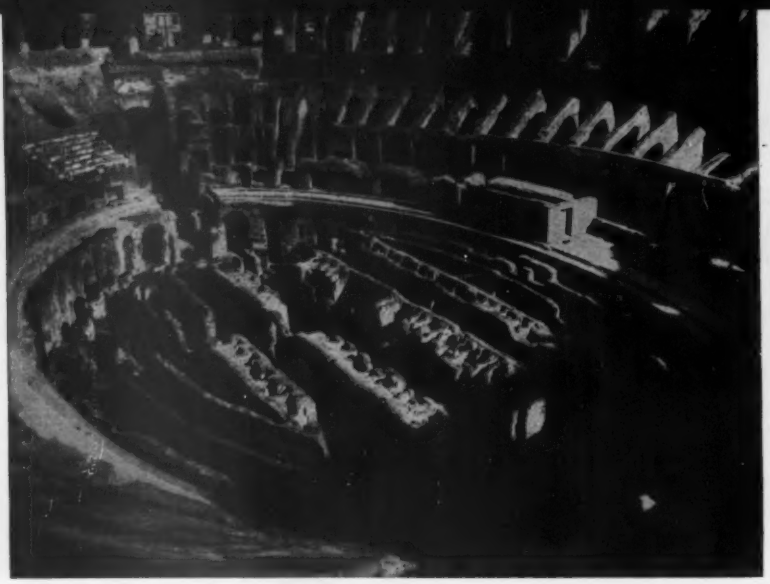

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CLOSE-UPS

Frank Bowles

FRANK BOWLES IS a man who's thoroughly familiar with the problems of college admission—he knows the dilemma of the harried admissions officer confronted with several times as many applicants as he can accommodate and he understands the plight of the anxious high school senior worried about his chances of being accepted by the college of his choice. Realizing the magnitude of the problem, Bowles is convinced that an orderly, widescale testing program is the fairest way to allay the anxieties of all concerned.

As head of the College Entrance Examination Board for the past twelve years, Bowles has had ample opportunity to put his convictions into practice. When he first joined in 1948, CEEB handled about 70,000 candidates a year. Even that was a jump over the 30,000 candidates a year that had been handled before the war. By 1952, enrollment pressures began to mount and the number of candidates taking the College Boards shot up. Growing by about twenty-five percent a year, CEEB tested 600,000 students last year; expects 750,000 this year.

Bowles realizes the limitations of

Fabian Bachrach

He advocates reading.

tests. ("They are designed to take a sample of a student's knowledge at a given time.") Nevertheless, he feels that, used in conjunction with high school grades and teacher recommendations, they provide the most objective clue to a student's chances of success in college.

The idea that a teacher can "teach for the test" instead of imparting a broad knowledge of any subject is entirely fallacious, Bowles says. If the classroom teacher does a good job of teaching every day, the student will have the knowledge he needs at test time. Bowles belittled attempts to coach students so they would do better on the tests. "We've discovered

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that special coaching makes no appreciable difference in a student's score."

The best coaching device—and the only one worth anything in Bowles' mind—is reading. If schools would encourage students to read all the good contemporary paperback books on the market, he says, it would make quite a difference on test scores.

Bowles decried the deficiency in American students' reading but placed a large part of the blame on the "bookless homes" the students come from.

In an attempt to apply some of his knowledge to other countries, Bowles heads for Europe this month on a two-year leave of absence from CEEB. He will study the ways by which European universities meet pressures from increased applications. Jointly sponsored by the International Association of Universities and UNESCO, the study hopes to discover the type of admission standards used in European schools.

Many of these countries are faced with the need to overhaul their admission standards, Bowles says, as the idea of widespread higher education becomes more popular. (France, for example, must double its university facilities in the next ten years.)

The 52-year-old Bowles, his wife, and daughter will reside in Paris for the next two years. His son, a student at Haverford, will remain in the U. S.

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Arend D. Lubbers

AN ERNEST, ENERGETIC 29-year-old man became the nation's youngest college president shortly before the start of the current school year. Arend D. Lubbers, who had been working for his doctorate at Rutgers University, won the distinction when

Central's young president.

he was named president of Central College in Pella, Iowa.

The role of a college administrator is not entirely new to Lubbers, however, since he had been vice president for development at Central since last September. As president of Central, Lubbers follows in the footsteps of his father who served as president of the college from 1935 to 1945. The elder Lubbers has been president of Hope College since 1945, from which the younger Lubbers graduated in 1953. Both schools are sponsored by the Reformed Church in America, the oldest church with a continuous history in America. Cen-

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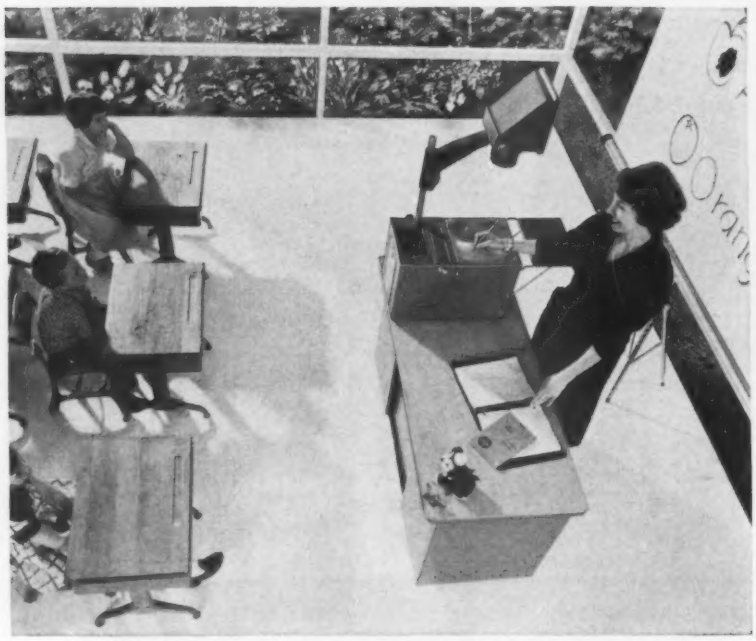

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Close-ups (continued)

tral, itself, was founded in 1853.

Lubbers entertains ambitious plans for Central's future. His ideas for campus improvement call for expansion in both the physical plant and the academic program. Envisioned are a new dormitory, new science facilities, addition of a small auditorium to supplement an already-existing one which doubles as a chapel, and remodeling of the gymnasium. The academic program will be strengthened by the addition of an electronic learning center, an FM radio station, and initiation of a study program in Mexico and France. In addition, studies will be offered in Russian language and literature and oriental literature.

President Lubbers has some very definite ideas on running a college. He believes that college presidents, although they must be public relations experts and financiers, should also have scholarly interests and training.

Lubbers doesn't consider his youthfulness a handicap. "There is a job to be done," he says, "and I'll do it to the best of my ability. I don't see where age is a factor."

Candids . . .

H. E. McCallick, former associate dean of the College of Technology, University of Houston, Texas, has been named executive vice president of Capitol Radio Engineering Institute of Washington, D. C. . . .

Thomas E. Clemmons has been appointed director of advanced studies by International Business Machines Corp. He was formerly director of the company's executive development program. . . .

Four faculty members of the Michigan State University college of education have recently assumed new positions. **Dr. Robert Hopper** has become dean of education at the University of Alabama, **Dr. Byron Hansford** is the new Colorado State Commissioner of Education, **Dr. George Keem** is director of personnel for the Flint, Mich., public schools, and **Dr. Donald Hughes** heads the education department at Hamlin College. ●

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YOU CAN'T JOIN THEM ALL!

A guide for membership in professional organizations

WHICH OF THE more than seventy-five hundred educational organizations should a busy executive join? And which of the hundreds of conventions, conferences, workshops, and committee meetings should he attend? Each administrator has to decide—even sometimes by default. You can't join them all. You can't attend them all.

Like so much of our human organization, the educational profession defies neat categories. It is something of a crazy-quilt we all try to snuggle under. We have associations of individuals, associations of institutions, associations of associations, combinations of these three, with an occasional organization which won't stand still long enough for analysis. They all serve—or at least used to serve—a purpose. But they also draw upon the relatively small number of leaders in education. The strong organization will usually have a strong secretariat who are, therefore, removed from the pool of strong executives so badly needed by our institutions.

The problem, then, is not just personal or individual. All executives as a group must somehow find better answers. Overlapping functions, competition, work duplication, and proliferation of (largely unread) literature must somehow be reduced. *Item:* The National Association for Gifted Children, The Association of Educators of Gifted Children, the American Association for Gifted Children, Inc., and the gifted children committees of countless other associations are all apparently heading for the same goals in the same field. *Item:* Personnel officers must choose from over a dozen organizations, including the American College Personnel Association, American Personnel and Guidance Association, American Association of Examiners and Administrators of Educational Personnel, Western Personnel Institute, and the College and University Personnel Association.

A nice, neat organizational pattern is not, of course, the ideal. Diversity and competition (even for rump groups) must have room. But the point of diminishing return has been reached in most areas of what we call "professional educational organizations." It is time for some clarification of roles and purposes—even time for some consolidation.

Opinion as to what is the "right" organizational pattern is influenced pretty strongly by what is regarded as central in the work and training of the educational executives polled by the editors. Four different views emerged, centered around four different concepts: *Education, Teaching, Administration,* and *Institutional.*

Education-Centered. If education is our central concern, then we are all educators, each with a specialty. The parent professional organization would be the National Education Association, or something very much like it; task-oriented organizations like the Association of School Business Officials, the American Association of School Administrators, the American Society of Training Directors, and the National Association of Educational Buyers, to name a few, would be allied with the NEA somewhat as AASA now is.

This pattern is especially appealing to the teacher-become-principal, the dean-become-president, or the professor-become-training director. It's much less so to the clergyman, engineer, accountant, or others whose basic training is in another profession or vocational area but whose job is in an educational institution.

Teaching-Centered. If teaching is the professional skill and center, then a national teachers' association is the parent group. The American Association of University Professors, the Department of Classroom Teachers, and other organizations of teachers by level of institution would be the central components, and subject-centered groupings (National Council of Teachers of English, for example) would be closely affiliated. At the state and national level, some sort of working federation would be provided for organizations of administrators in the various specialties and fields of education.

A necessary concomitant in this pattern would be the continued development of institution-oriented organizations to support the special interests of groups of institutions, such as the Association of Land-Grant Colleges and State Universities. This in turn would require an alliance among them so that higher education, for instance, could speak to Congress with one voice.

Administration-Centered. The pattern that emerges

front those who see administration as a discrete profession is a narrower one. They are characterized by an immediate concern for the educational executive as administrator: his preparation, his nurture, his certification, his "discipline" (academic), and his future as a practitioner of an art-science. Central in such a pattern would be an alliance of organizations of education-connected administrators, such as the Council of Chief State School Officers, the American Society of Journalism School Administrators, the National Association of Secondary School Principals, and the Conference of Executives of the American Schools for the Deaf, for a random sampling, along with the great American Association of School Administrators.

Not much thought is given to the relationship of this profession, or cluster of professions, with the rest of the

educational picture, nor even to the problems of overspecialization (is there a profession of school superintendency, or of deanship of medical schools?).

Institution-Centered. If the institution is the unifying force, then there is a public school profession, an independent school profession, professions of college, junior college, university, training department institutions, and others too numerous to list. Concomitantly, individuals serving these institutions will organize accordingly. Present examples of this natural development are: The New York State Council of Catholic School Superintendents and the National Catholic Educational Association; the Association of Business Officers of Preparatory Schools and the National Council of Independent Schools or the Secondary Education Board.

Some present organizations started with people and either changed or gave rise to organizations of institutions. *Item:* The National Council of Normal School Presidents and Principals was replaced in the NEA by the American Association of Colleges for Teacher Education. *Item:* The National Conference of Professors of Educational Administration, still vigorous, is followed by the University Council of Educational Administration, an institutional cooperative.

IF EACH OF these patterns seems at least vaguely familiar, there's good reason. The professional educational organizations now in existence tend to cluster in all four of them and each executive reads his own pattern in the picture, as in the Rorschach ink-blots.

There is appallingly little literature or other evidence of any serious large-view study of what the organizational pattern within education ought to be. Only four publications offer any help. The Educational Policies Commission (a prestigious continuing committee with its own secretariat) published a pamphlet in 1957 entitled *Professional Organizations in American Education.* It primarily sets forth the characteristics of good professional organization and sketches some general categories of existing ones (though not by name). The *Handbook of the NEA* and the July, 1959, brochure of the American Council on Education (with a list of members) adds a little information, too. For a list of educational associations, the *Education Directory,* Part 4, issued annually by the U. S. Office of Education is a good source.

But none of these, with the slight exception of the Policies Commission effort, really tackles the basic problem. Perhaps as useful as any is the book by Myron Lieberman, *The Future of Public Education* (University of Chicago Press, 1960; see "Bookshelf," OVERVIEW, March, 1960), with its provocative analysis and proposals for public education and its organizations.

Two national groups have special opportunities—and special challenges—to provide leadership and resources for the kind of study we need. They also have the prestige to provide wide discussion of their findings and recommendations. Both have a long history of cooperation with other associations: The National Education Association of the United States (familiarly known as NEA) and the American Council on Education. NEA is a natural headquarters for study of the individual membership organization, since it is the largest (with about seven hundred thousand members) in any profession. Its charter provides that it shall "elevate the character and advance the interests of the profession of teaching to promote the cause of education." Although classroom teachers are a distinct majority, NEA has some thirty specialized departments and its statesmanship has been demonstrated often enough to assign it leadership in bringing orderliness to the patterns of organization.

The American Council on Education, formed as an emergency information center in World War I, is primarily an association of associations and of institutions. In the natural drift of things—and partly because of the orientation of its secretariat over the years—the ACE has tended to specialize in higher education. With eighty-one constituent members (national and regional educational associations) and sixty-one associate members (national organizations in fields related to education) the majority of its membership is institutional. The Council emphasizes its role as a center of cooperation and coordination for the improvement of education at all levels. Its experience with diverse institutional membership (private, public, church-related, technical, etc.) gives it an advantage in defining professional organizations.

MEANWHILE, every executive—by his membership or non-membership, his support or non-support—is influencing a change. As he answers the two questions (What should I join? What should I attend?) he helps shape the course of that change.

Before actually participating in a professional organization, the executive must take into account several obligations. He must balance his major obligation of administering his institution with the obligations to his own professional growth. He must be concerned with the improvement of his institution as well as with the improvement and growth of education in general.

Experienced executives polled by OVERVIEW offer a few pointers for membership:

- Plan ahead (no further comment needed here).
- Budget your committee service and organizational activity on an annual or longer-term basis.
- Balance institution-serving with membership for personal growth.
- Keep at least one intellectual interest, a field of scholarship or educational service.
- Remember that the good of your institution and your obligation to promote the professional growth of your associates may both be well served by having your staff share the membership responsibility, too. You can't join them—nor attend them—all. But an orderly plan for your own continuing service and growth and the growth and participation of your colleagues will bring the benefits of many organizations to your institution.

Finally, every organization owes itself and its members a thorough re-assessment of its purposes and processes at least once every five years. Too many *ad hoc* committees became permanent organizations. Too many organizations outlast their original good works. ●

Add Zest to Your Student Food Service

by James E. Rather

THE ULTIMATE goal of any student food service program is satisfied customers.

What does the customer want?

He wants good food—foods that have been properly cooked, well seasoned, and which will satisfy his appetite. He wants the closest approximation to home cooking. We may know that it is impossible to cook like several hundred different mothers, but that doesn't change his wants.

One way to come close is to study the eating habits and foods of the areas from which students come. It is difficult to serve New England style foods to students who come from the South, and equally difficult to serve Southern food to New Englanders. Foods should be seasoned according to the regional tastes of the majority of students.

Purchase foods that are of good quality; the finished product can be only as good as the raw material. Set standards of quality and maintain them. One of the easiest ways to lose control of your purchasing is to have standing orders of merchandise delivered to your operation.

The student wants foods that taste the same each time he selects them. This can only be accomplished by establishing formulas and following them faithfully. For institutions that do not have their own formulas, there are many good ones on the market today that can be purchased.

The customer wants service—service that is efficient, but also gracious. The amount of time students devote to eating is limited. It is the food service manager's obligation to give them quick and convenient service.

The customer's desire for variety cannot be minimized. He wants variety in the food he eats and in the way it is displayed and served.

Menus should be planned to include items liked best by the students. But don't let menus become repetitious. Too many restaurants let their customers know the day of the week by the items on their menu. Watch for signs of tension among students during final examinations and "cram sessions." This is the time to buoy them up with something new.

GOOD FOOD, properly displayed, will almost sell itself. Here are some other suggestions for adding zest to your school food service.

Let the customer know what you have to sell—use an attractive menu board to describe food items offered, to feature specials, and to indicate prices.

Place the menu board in a well lighted area—where it is readily seen and read.

Set up attractive and appropriate displays of food, such as fruits and vegetables, either alone or in combination with flowers or plants. These can be focused on one particular menu item that you want to sell.

People like surprises and are interested in finding new dishes, new names, new combinations of food, and new garnishes.

Feature "make your own" or "serve yourself" items in sandwiches, salads, and desserts.

Plan low-calorie plates or specials for the calorie-conscious student.

Take advantage of holidays and feature appropriate foods for such occasions. Don't forget the display in keeping with the holiday.

Build up a "take out" business by taking orders for

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items such as decorated cakes or cookies for birthdays, anniversaries, and other special occasions.

Develop a special recipe of your own and name it after your school, snack bar, or a personality on the campus.

Emphasize regional recipes or food for which your geographical area is famous.

Plan your menus to tie in with school campaigns, anniversaries, and other activities.

Cooperate with student committees when planning special events. Frequently they come up with good ideas and will work diligently to promote an idea of their own.

Arrange your food counters with contrasting colors. Use garnishes such as parsley, endive, carrots, tomatoes, and red apples, to make the food attractive.

Display serving plates or dishes in straight rows or in a pattern. Avoid the haphazard effect with points of pie in all directions.

People "eat with their eyes"—keep this in mind when you put food before them. ●

Menu for a Perfect Week

THE TWENTY-ONE menus which follow were prepared by the Harvard School of Public Health to show the types of food that meet all known nutrient requirements.

MONDAY

BREAKFAST: Orange Juice, Cereal, Milk, Toast, Butter, Marmalade; Coffee, tea, or milk

DINNER: Grape juice, Broiled chopped sirloin steak, Baked potato with sour cream and chives, Buttered carrots, Celery hearts; Butterscotch ice cream sundae; Coffee, tea, or milk

LUNCH/SUPPER: Liverwurst, swiss cheese sandwich on rye bread, Cole slaw, Sliced peaches, Milk

TUESDAY

BREAKFAST: Stewed prunes and apricots; Poached egg on toast, Bacon; Coffee, tea, or milk

DINNER: Roast chicken, Cornbread dressing, Whipped potatoes, Peas; Endive, lettuce, avocado, grapefruit salad with oil and vinegar dressing; Dinner rolls, Butter; Frozen melon balls, Coffee, tea, or milk

LUNCH/SUPPER: Beef stew, Pear half with cottage cheese on lettuce leaf, Hot rolls, Butter, Baked custard, Coffee, tea, or milk

WEDNESDAY

BREAKFAST: Tomato juice, Cereal, Milk, Raisin Toast; Coffee, tea, or milk

DINNER: Pork chops, Baked sweet potatoes; French-styled green beans seasoned with chopped green onion, bacon, and thyme; Pineapple slices with cream cheese garnish in lettuce cup; Chocolate fudge cake, Coffee, tea, or milk

LUNCH/SUPPER: Spanish omelet, Asparagus tips, Tossed green salad with garlic dressing, French bread, Butter; Orange ambrosia, Milk

THURSDAY

BREAKFAST: Grapefruit juice, Soft cooked eggs, Toasted English muffins, Butter, Orange marmalade; Coffee, tea, or milk

DINNER: Broiled steak, French fried potatoes, Buttered cauliflower, Sliced tomatoes with French Dressing; Hot rolls, Butter; Apple pie, Coffee, tea, or milk

LUNCH/SUPPER: Cheeseburger on sesame seed roll, Dill pickles, Molded lemon salad with cabbage and green pepper garnished with mayonnaise; Fresh fruit cup, Milk

FRIDAY

BREAKFAST: Banana, Cereal, Milk, Cinnamon toast; Coffee, tea, or milk

DINNER: Shrimp creole, Steamed rice, Green beans, Tossed salad with Italian dressing; Hard rolls, Butter; Broiled grapefruit half, Coffee, tea, or milk

LUNCH/SUPPER: Fruit salad with cottage cheese, Pecan rolls, Butter; Tapioca pudding, Coffee, tea, or milk

SATURDAY

BREAKFAST: Orange juice, Poached egg on toast, Bacon; Coffee, tea, or milk

DINNER: Braised liver and bacon smothered in onions, Mashed potatoes, Buttered peas, Carrot sticks; French bread, Butter; Ice cream, Coffee, tea, or milk

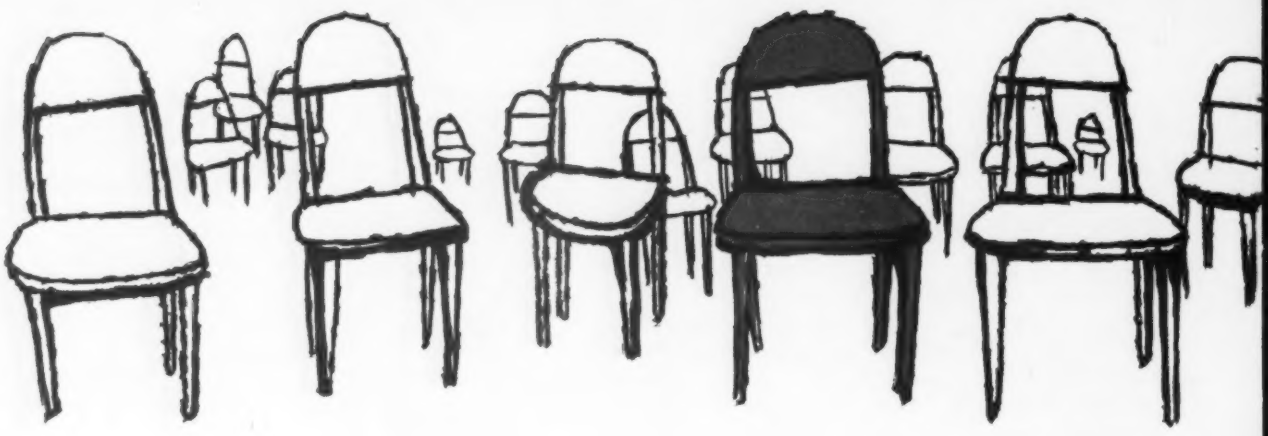
LUNCH/SUPPER: Frankfurters, Baked beans, Chef salad, Boston brown bread, Butter; Apricots, Milk

SUNDAY

BREAKFAST: Grapefruit half, Scrambled eggs, Grilled ham; Coffee roll, Coffee, tea, or milk

DINNER: Consomme, Roast prime rib of beef au jus, Yorkshire pudding, Frozen or fresh broccoli, Chef salad with roquefort dressing; Angel cake with strawberries, Coffee, tea, or milk

LUNCH/SUPPER: Open-face grilled cheese and tomato sandwich, Olives; Fruit jello with whipped cream, Milk



The Individual in a Conformist

THERE HAS BEEN a spate of books, articles, and speeches bewailing America's lost leadership. Politician after politician cries out for "bold and imaginative" action—seldom defined at all and never with any precision. Religious leaders bewail moral decay, as preachers have since exhortation began. Publishers who not so long ago called this "the American Century" now assert that we have lost our sense of mission and are lacking any faith in a national purpose. When one asks where new leadership is to come from, who is to define the national purpose, and who will summon us from moral lassitude, the answer is an embarrassed silence.

Recently there was a symposium on the national purpose. A number of people gave their view of what it had been, when it was lost, and what should be done to recover it. I found it intriguing that not one of the great minds even mentioned the individual and his responsibility. Every criticism was cast in collective terms, in terms of society.

This experience was a dramatic manifestation of the manner in which we have reacted away from the ideal of the individual living his life in an atmosphere of liberty and pursuing those inner satisfactions which Thomas Jefferson subsumed under the word "happiness" in the Declaration of Independence. Happiness never comes to societies but only to individuals.

Moreover, we should note that Jefferson did not lump the three values together. Two of them, life and liberty, he spoke of as absolute. But with regard to happiness there was a vital qualification—the only right was the right of the individual to *pursue* it. The Declaration carried no guarantee of attainment of happiness. One may have life and liberty, yet still find only misery. There is the rub. Many have neither the will nor the courage to accept the challenge and pursue the good which life and liberty may make possible. They will ask a leader to take over the task and give them a free ride.

There was a time when the individual was at the core of our political, religious, and economic thought. Indeed, the key to our history is the concept of freedom. One man may chase the dollar and consider it almighty. Thoreau could go to Walden Pond in search of his own goals; Emerson could exalt the thinker; Walt Whitman could extol the pioneers and assert that "the crowning growth of the United States is to be spiritual and heroic." Franklin, Jefferson, Edison, Theodore Roosevelt—and millions more—could follow their insatiable curiosity. Initiative is decentralized; responsibility is personalized; the individual is the ultimate value. His freedom is the key. Judge Learned Hand put the philosophy in a few words: "It is enough that we set out to mould the motley stuff of life into some form of our own choosing; when we do, the performance is itself the wage."

LET US GLANCE at some of the books which are supposed to reflect the current state of the public mind. One is *The Organization Man*—the man who conforms to a pattern, as though he were made with a cookie cutter instead of being endowed with God-like attributes. Another book talks of "status seekers," people who seek to promote their interests by identifying themselves with a "superior" social level. They want the sense of security which comes from standing in a mass of people where one is not conspicuous or cannot be identified except in relation to a chosen group.

To some extent because of eagerness to have others make the hard choices of life, there is loud complaint that "Washington does not give us leadership." But Washington is inhabited by individuals like the rest of the nation. If the goal of living is to hide in a social group,

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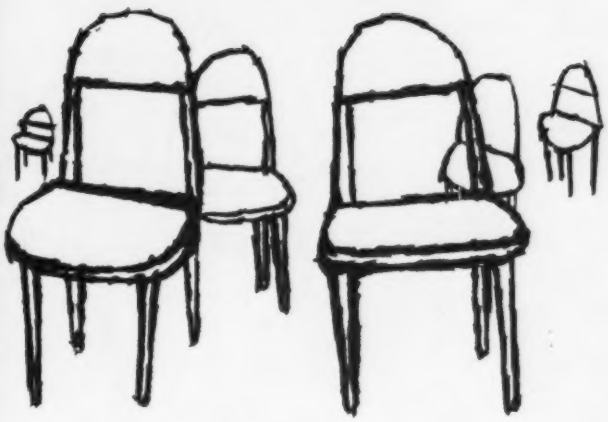
Dr. Wriston is chairman of the President's Commission on National Goals. He is president emeritus of Brown University and president of Columbia University's American Assembly. His article is based on an address given at Bowdoin College.



Society

by Henry M. Wriston

if we do not want to be rugged individuals, if we consistently decry individualism, why should we expect leadership? Whenever you sell individualism short, you lay the axe at the roots of democratic leadership, though you open the way for demagogues.

This recent denigration of the individual runs very deep and appears in unexpected and seemingly innocuous ways. For example, we demand guidance counsellors in schools. There is nothing wrong with seeking advice or in having it available. Most of us can profit by good counsel from a wise and disinterested person. But what kind of guidance have they been giving? All kinds, of course; but it is writ large upon the record that counselling since the great depression has been predominantly defensive. This is one more evidence that though we have recovered from the economic and financial disasters of the thirties, the psychological damage has not yet been fully repaired.

For this reason, counselling has not been a summons to students to be themselves or to take the risks that go with rugged individualism. Students are told to aim for certain jobs because there are plenty of vacancies and therefore not much danger of unemployment. They are advised to train for certain vocations because the pay is good, rather than because such employment of one's talents and energies brings intellectual, spiritual, and emotional satisfactions. This kind of defensive counsel will never help to produce leadership.

If we are to have guidance, it must not be the blind leading the blindfolded, but men with vision respecting not only the stars in the heavens but also the stars in the eyes of the young.

Among all the tragic consequences of depression and war, this suppression of personal self-expression through one's life work is among the most poignant. If you wish to speak in social terms, rather than in terms of individual self-expression, that suppression, when effective, is fatal to the concept of leadership. For leadership requires courage, boldness, and the willingness to accept risks. To use the most dreadful word permitted to be uttered in public, leadership inevitably, inescapably, involves insecurity. Men who have no fear of damnation still tremble at that word—insecurity. I suppose we should call it the modern substitute for the classic concept of Hell.

THE RETREAT from the effort to stimulate leadership arises in part, also, from a profound misinterpretation of democracy. No political thinker of any stature in all history ever interpreted democracy as equality in all things. What you will find set forth as an ideal is that every individual, however broken his body or limited his mind, shall have equality before the law and equality of opportunity to fulfill his own highest potential. That is the American ideal.

In the reaction against rugged individualism, however, this historical and rational concept of democracy gave way to a sentimental and superficial idea that people should somehow be made equal. We can observe this effort all too clearly in education. During the last generation there has been a strong tendency to level requirements down, in order that the slowest, in the words of the sentimentalists, should not have their tender personalities "damaged by failure"—as though failure were not a normal experience of every human being.

What the American student in high school and college needs more than any other single thing is stars in his eyes. We have encouraged him not only to keep his feet on the ground, but also to fix his eyes on the ground. "Realities," so-called, rather than aspirations, have been offered him. But hopes, dreams, ideals—call them what you will—are prime essentials.

Freeing talent for leadership requires that we stimulate the student to summon the courage to follow his star and accept the consequences, joyous or otherwise, as events and his own will, energy, and skill may determine. Some will fail; some do even now amid this false concept of egalitarian adjustment. But many will find the happiness the Declaration of Independence said it was their right to pursue, and some will become leaders.

There is nothing in the Bill of Rights that promises that the freedom there guaranteed can be enjoyed in comfort or in a serene atmosphere. In the long history of freedom, discomfort has always accompanied speaking on controversial matters. There never has been a time when there were not social sanctions against candor. But if freedom is to amount to anything, one must be ready to pay the price. When a man speaks out, he must be ready to receive, if not to absorb, criticism. Dostoievski lived in a land of tyranny; he knew its corrosive effect. With the wisdom that comes from lack of liberty, he asserted that "tragic freedom" is better than "compulsory happiness." It is a lesson we need to ponder.

I am asserting that those who misrepresent the normal experiences of life, who decry being controversial, who shun risk, are enemies of the American way of life, whatever the piety of their vocal professions and the patriotic flavor of their platitudes. •

THE MIGRANT CHILD

OCTOBER MARKS THE second month of classes for most of the nation's school children. But for thousands of others, the school term this year will start late—if at all—end early, and be interrupted by long and frequent absences. Schooldays are few and far between for children who move with the crops—the children of America's million and a half migrant farm workers.

Almost as soon as they are settled in one school, these youngsters are forced to pull up stakes and move on—to another community, another state, another school. Some may change schools as often as seven times in one year. And each time they leave behind them the wreckage of unfinished lessons, half-made friendships, and broken hopes.

Teachers who have dealt with migrant children can testify to the emotional toll such a life takes. One elementary school teacher in Michigan recently reported on the plight of a thirteen-year-old migrant child in her class:

"Joe came into our fifth grade last October. He had come up from Texas. . . . Pleasant, courteous, and ambitious, he readily became a favorite of all the children. On January 15, the principal chose Joe as safety patrol for the second semester. On January 19, the patrols were to assume their duties. That day, his family started back to Texas. After he had left, we found this note: 'I wanted to stay but they didn't let me. You were good to me, all of you, when I was here. But now that I was going to be a safety, I have to leave. What luck! Please, please write to me.' The note was signed: 'Joe, the guy who was going to be a safety.' "

Equally appalling is the academic toll exacted of the migrant child. Survey papers presented at the 1960 White House Conference on Children and Youth revealed that "the achievement of migrant children is generally under the fourth grade." Most attend school for three or four months a year. Only one in fifty—according to a conservative estimate—ever reaches high school. As a group, migrant children constitute the greatest single source of illiteracy in the country today.

America's forgotten child poses a serious challenge to educators everywhere

Nobody has ever determined exactly how many migrant children there are in the United States. Estimates range from 100,000 to 600,000 or more. During the harvest season, Texas, California, and Michigan have the largest numbers, but migrant children are to be found in at least twenty-two states. For school administrators in every part of the country, they constitute a grave challenge.

One of the thorniest problems is getting the migrant child into the classroom. For one thing, his arrival in a community is seldom known beforehand. If the growers refuse to cooperate—and many do—it may be impossible to track him down. (One grower told a school principal recently, "Send a migrant child to school and you ruin a good bean picker.")

In addition, migrant families themselves often put up a fight when the truant officer comes calling. At harvest time—school or no school—migrant children are sent into the fields to help supplement the family income. Children from six years old on up do a full day's work. One investigation of 2,000 farms by the U. S. Department of Labor revealed that 4,500 children were being employed during school hours—in open violation of federal and state laws.

The migrant child who does reach the classroom, however, presents a host of headaches for school authorities. Chances are he is a latecomer. How do you fit him into a class that has been working together for several months? In addition, he may not have a school transfer record. Time must be taken to test him in the three R's and assign him to the proper grade. He may be in poor health and require medical care. He may have serious language problems (many migrant families are Spanish-speaking). He will no doubt have serious psychological problems while adjusting to his new environment. In Oregon's Malin County, for example, parents preferred having classes held within their steel-fenced camp, "since it lessened the social pressure on their children, especially concerning the purchase of clothes."

ONE SCHOOL superintendent, near despair, recently reported his plight to the U. S. Office of Education. Nearly half the pupils registered in his school, he wrote, were migrants. They had arrived seven weeks after school began. None stayed to finish out the term. "It is all we can do," he complained, "to educate our *own* children."

The problem of education for migrant children is not new. Fifty years ago, California school authorities set up mobile classrooms that followed the routes of the migrants. But experience soon showed that the migrant child made more progress when part of a permanent community school. As early as 1927, the California state legislature appropriated funds to establish special classes for migrant children.

Today, one of the country's most successful programs for migrant children is to be found in Fresno County, California. Its aim, as one school superintendent put it, is to "provide these children with the best possible education we can give them—whether they are here for three days or three months."

From the start, the migrant child in Fresno is made to feel "right at home." Classes prepare welcome songs to greet the newcomer. Teachers are friendly and alert to his needs. School bus schedules and club programs are arranged so that a migrant child can participate in as many extracurricular activities as possible.

The curriculum, too, is tailored to meet the requirements of the migrant child. There are lessons in personal hygiene and special instruction for those who cannot read. Girls are taught how to prepare a well-balanced meal and how to remake clothing. For boys there are courses in plumbing and carpentry. A typical migrant worker's cabin is moved onto the school grounds and the children learn how to make it cleaner and more attractive. At the seventh grade, a course in occupations is introduced into the curriculum.

When families move on, each child is given a transfer packet to be presented at his next school. The packet contains information on his grade level, health, and spe-

cial abilities and interests, making the child less of a stranger in the new community.

This combination of extra attention plus a friendly atmosphere has paid off in Fresno County. It has instilled in the migrant child something he sorely lacks—confidence and a sense of belonging. The results, in academic accomplishment, are spectacular. Only a decade ago, no migrant child in Fresno County reached high school. Today, an overwhelming majority go on to high school.

In Hoopeston, Illinois, School Superintendent Jard Lyons has found one way to cope with an annual springtime influx of migrant children. Months before their arrival, Lyons queries the state employment service on how many migrant families to expect in his area. Plans are then drawn up to divide the newcomers among the town's five elementary schools. In addition, Lyons has secured the cooperation of two large companies that employ most of the migrant workers in Hoopeston. Both companies now supply school books for the migrant children.

In some instances, two cities within the same farming area have pooled their resources to meet the problem of the migrant child. One outstanding example is the joint effort of Palm Beach, Florida, and Northampton, Virginia. Together the two school systems employ a supervisory specialist whose job is to help individual schools plan curriculum changes for migrant children. In addition, in-service training programs are arranged for teachers who deal with migrant children.

WHERE PUBLIC FUNDS have not been forthcoming, enterprising private groups have stepped in to finance summer workshops for teachers and summer schools for migrant children. Among the more active groups engaged in these pilot projects are the National Council of Churches and the National Child Labor Committee. (Eli Cohen, executive secretary of the NCLC, estimates that a summer school for fifty migrant children costs about $5,000.)

One of the most successful of the NCLC's pilot projects is the summer school in Potter County, Pennsylvania. Potter County is vegetable and fruit country. Last July some eight hundred migrant families arrived in the area to harvest the summer crop, bringing with them ninety children of school age. About half were academically retarded.

From mid-July until late August, classes were held at a local elementary school for these children. With considerable persistence, the school authorities succeeded in enrolling seventy-four of the ninety migrant children. Only one later withdrew.

Dr. Frank A. Mann, a Pennsylvania educator who has worked at the Potter County summer school, has this to say about migrant children: "We have discovered the same range of abilities among these children as one might expect to find among any other group of similar size. The level of their achievement is generally closely correlated with school attendance."

Pilot projects, such as that at Potter County, point up a hopeful lesson for the future. But much remains to be done. The biggest hurdle to progress is lack of funds.

"If he lives to be of school age, he . . . will never average more than three years of schooling in his life time."—Testimony by Dr. Hector Garcia, Corpus Christi, Texas.

Private organizations cannot be expected to carry a lion's share of the burden. So far, only a handful of states have set aside funds for the education of migrant children.

IN CONGRESS, Senator Harrison Williams, Jr. (Dem., N. J.) has introduced a bill that would help states pay up to seventy-five percent of the extra cost of educating migrant children over a five-year period. Estimated cost: $2.5 million a year—*or about one-third of what the Federal Government now spends on the care of migratory birds.*

The bill also provides federal funds for summer schools ($250,000 a year) and for financing a study of ways that states can correlate education policies ($300,000).

Present indications are that the Williams bill faces a rocky road ahead on Capitol Hill. The Administration has come out strongly against it—"on fundamental grounds." The main objection is that the states, not the Federal Government, should assume full responsibility in this as in all fields of education.

Meanwhile, another school year has begun. Time is pressing. What can school administrators do—now—to cope with this problem?

Dr. Paul E. Blackwood of the U. S. Office of Education lists the following recommendations:

State departments of education and other state agencies concerned should develop procedures to advise school districts of the arrival of migrants. Moreover, each state education department should make one staff member responsible for the education of migrant children. Each department should also employ a travelling consultant to provide in-service training for teachers who deal with migrant children.

Teachers colleges and universities should provide spe-

NCLC Photos

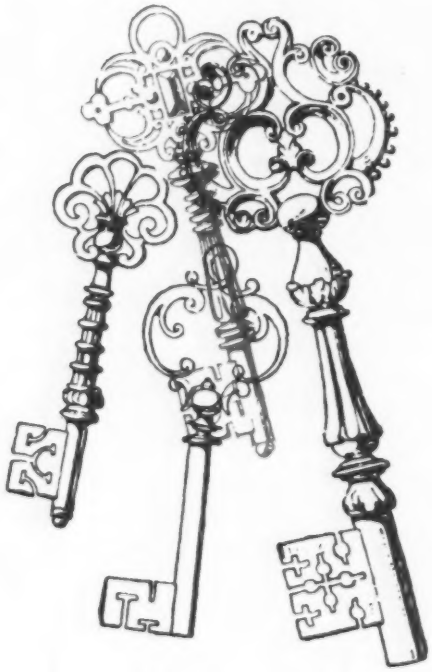
cial training for teachers, principals, and other officials who must deal with migrant children.

School authorities should enforce compulsory attendance laws as strictly for migrant children as for others. In addition, they should encourage the use of transfer report cards. (Samples are available from USOE.)

School administrators should discuss this problem thoroughly at all state and national conventions. A solution to the problems of migrant agricultural children could have implications for *all* children on the move. (One-fifth of our population—including seven-and-a-half million children move within or across state and county lines each year.)

The future of the migrant child has never looked more bleak. According to one U. S. Labor Department survey, the decade ahead will see a twenty percent drop in farm employment. Increased job opportunities in the 1960's will be available only for the semi-skilled and the skilled worker. The migrant child desperately needs an education today to face the challenge of tomorrow. As NCLC's Eli Cohen states it: "Unless the schools do something to reach and upgrade migrants and other constant movers, these children will be doomed to lives of low employment or perhaps no employment and no opportunity to find ways to settle down and put roots into community life. This problem is critical because no chain is stronger than its weakest link. The educational level of all our classrooms will be pulled down by the students who do not fit in and are retarded due to migration. The size and complexity of the problem, therefore, demand high priority to achieve 'opportunity for all youth'—not only from teachers but from school administrators and the community." ●

Keys to Team Teaching



by Luvern L. Cunningham

THE THREAT OF a growing inverse ratio of teachers to students has sent educational executives chipping away at the rock-ribbed stereotype of the traditional school. They search for new ways to organize instruction and utilize staff. One innovation they have hit upon is team teaching.

Within the past several years there have been a number of experiments with teams of teachers handling large groups of students.

Several types of teams are now operating. I'll note four of them—team leader type, associate type, master teacher-beginning teacher type, and coordinated type. It is not my purpose here to pass judgment on team teaching, but to note administrative problems involved in this kind of staff deployment. These include the problems of obtaining faculty support, selecting team members, protecting staff relationships, appraisal, providing instructional space, scheduling, and providing special facilities. The administrator who wants to tool up for team teaching should anticipate each of these.

Faculty support. In most schools the team teaching idea is new, and like many new ideas it is eyed with suspicion. For team teaching to be given a fair trial, it must have the support of the faculty—particularly within the department or level which is trying it.

Every school has within it an informal power structure which can effectively endorse or block new ideas. A conservative "old guard" clique, for example, can bring pressure on an ambitious, young teacher and discourage him from daring to try new approaches to teaching. Without administrative assurance, teachers are not likely to want to attempt team teaching.

Administrators must also be judicious in the amount of attention they focus on innovations. Too bright a spotlight can create petty jealousies among the staff and jeopardize the venture at the start. Faculty support for innovation is a part of the professional climate; it is built upon the genuine respect of one professional for another.

Selecting team members. There are two ways the administrator can organize teaching teams: he can find people within the staff who are willing to participate as team members and then differentiate their teaching functions on the basis of competencies represented in the group; or he can describe the team and the competencies to be represented within it and then find the teachers with those talents—either within or outside the system.

Problems of teacher recruitment are multiplied when candidates are considered as potential team members. In most cases, teams are composed of teachers who have tenure and who have known one another long enough to have developed mutual professional respect. This is important. Because of the closeness of their professional relationship, team members must have respect for the capabilities and temperaments of one another.

Building a team from within an established staff has advantages. Because the administrator knows his teachers he has at least some basis for judging whether they would function well in teams. To date no teachers have been professionally trained as team teachers.

Team teachers must decide together about grading, grouping, planning, and counseling. Persons who are uneasy about group decision may find this adjustment difficult. And those who find colleague criticism distasteful may be uncomfortable when their teaching is under the constant eye of others. But teachers who are ambitious to improve their teaching, who welcome thoughtful criticism of their peers, and who recognize the stimulation that is part of serious inquiry into teaching and learning should, by all means, be considered for team teaching.

Staff relationships. Relationships among staff members are made one degree more delicate when team teaching is introduced. I have observed four sets of interactions peculiar to team teaching: the relationships among the team members themselves which are necessarily intimate; those between the teacher-team and other teachers and administrators within the system; those between *individual* team teachers and others within the system; and finally those between teachers and pupils.

FOR MOST administrative purposes, the department chairman or principal will be closest to the day-to-day operation of teaching teams. Their supervision and appraisal responsibilities will differ between the teams and other staff members.

To reduce confusion in intra-team relationships, job descriptions for the various roles need to be spelled out —particularly when more than a couple of persons are involved. Two- or three-member teams may be able to proceed on the basis of colleague or associate status, but when large numbers are teaming, leadership should be assigned to a specific person.

There is a distinction between the team's relations with other members of the staff and the relations of individual team members with others on the staff. The team presents a united front when threatened by criticism; however, team teachers individually may confide to others their reservations about the method.

The complexity of human interaction with one teacher and her class increases geometrically as class size and teaching-team size increase. The adage that students study teachers rather than subjects applies to the team also. It is possible that students will cultivate certain team members if they feel that these teachers are most responsible for student evaluation.

Appraisal. Pupil progress, teacher performance, and the team-teaching method itself must be appraised.

Student progress is not more difficult to appraise because of team teaching; in fact, the potential for improved pupil appraisal is implicit within the team idea. If observation is an important appraisal technique, then more observers are available. If teacher judgment is necessary, then the combined judgments of several teachers should be better than that of one. If more careful planning of objective appraisal devices is important, then the team framework allows more time for this.

Appraising teacher performance in a team context is quite another matter. If the functions of each teacher are clearly defined, appraisal is not too difficult. But administrators still face a number of questions. Can teaching functions be clearly enough differentiated to permit objective appraisal? Which do administrators appraise: individuals within a team, or the effectiveness of the team itself? Do weak teachers profit from their association with strong teachers when appraised? And there are new dimensions to appraisal problems when teacher performance is linked with merit salary. Experience with team teaching has not yet provided the answers to these questions.

Instructional space. Large team-taught classes put a strain on the typically-designed plant not planned to accommodate groups of seventy-five to one hundred fifty. Administrators will have to improvise and make use of large spaces that are available—cafeteria, study hall, or multipurpose room. Despite space limitations, administrators need to move ahead with experimentation in older structures. If team teaching is the important step in staff utilization that many people think, then it needs to be adapted to available facilities.

MANY NEW SCHOOL buildings include several large instructional areas. A few on the drawing boards are being designed entirely around the team-teaching concept. A secondary school in Wayland, Massachusetts, that opened this fall will contribute substantially to large group instruction (plans of the school are shown in Educational Facilities Laboratories' publication, *Profiles of Significant Schools*). A similar plant is under construction in the Rich Township High School District at Park Forest, Illinois. Interest in new designs that can meet program innovations has been stimulated by EFL studies.

Instructional facilities. Large classes make heavy demands on libraries and audio-visual centers. Administrators must see that the use of special facilities is balanced when teaching teams are operating. For example, when three large sections of American history involving two hundred fifty students are engaged in library research, the library facilities will be over-taxed.

Many of the large instructional spaces now used for team teaching require sound-amplifying systems. If several large spaces are being used, a larger supply of audio-visual equipment may be needed. These are hardly insurmountable difficulties, but they will arise.

Scheduling. Team teaching complicates class scheduling. Continued respect for the Carnegie unit restricts the freedom of some administrators to make organizational and scheduling changes. Few attempts have been made to shorten or lengthen periods or to schedule classes on alternate days. But if we are to put into practice current thinking on independent study, an entirely new concept of education must emerge, one that cannot be fitted into the present organizational framework.

Most administrators have faced, and solved, problems very much like these in operating a one-teacher-per-classroom system. Knowing what kind of problems they will encounter with team teaching should smooth the way to experiments in this new staff utilization method. ●

Professor Cunningham is a member of the team at the Midwest Administration Center, University of Chicago.

PRIZE WINNER REVISITED

by Frank Lopez

In this school "learning is exciting and attractive"

THE PAUL L. DUNBAR Elementary School, in Gary, Indiana, is one of the best elementary schools that I have ever seen. It fully deserves the top award it received in OVERVIEW's school design competition. The architects, Caudill, Rowlett & Scott, deserve much credit; so also does the school system, and in particular, the principal, Charles Smith.

The residential area surrounding the school includes low-income families, mostly in single-family, wood-frame dwellings—many of which lack paint. It is a Negro community, like much of Gary.

In this setting the Dunbar School introduces the idea that learning is exciting and attractive as well as worthwhile. It is the opposite of an institution outside and in. It has already generated pride in its students, in its staff, both educational and custodial, and in the children's parrents. Whether it will produce superior education cannot, of course, yet be said positively, but every indication points that way.

Outside, on the entrance front, the pierced brick walls that screen the classrooms would, one would think, virtually impel youngsters to climb onto the low, readily accessible roof. According to the principal, before the building was occupied children did indeed climb all over the structure. Since the school opened not one has done so; there's more excitement in what goes on in the school and an attitude, shared by the community's adults, that such climbing is not to be done.

The exterior classroom walls are glass from floor to ceiling, with wide overhangs sheltering wide, paved, exterior walkways. Each classroom has an exterior door.

Inside, it can almost be said that each classroom has only three walls: the glass to the exterior and the two partitions separating adjoining classrooms. Yet there are no disciplinary problems, and no interference between "noisy" and "quiet" activities greater than is to be found in any school. What technicians call "the ambient noise level"—the general hum of activity—is undoubtedly a little higher than it might be in a conventional school. Of the twenty-four classroom teachers, only one expressed reservations on this score; the others recognized no real acoustical difficulties.

Each classroom has two floor levels, a large lower area toward the outside, and a smaller platform up three steps toward the interior. There are no internal corridors *per se* in the entire instructional area; the platforms open continuously to each other. At the rear of the platforms are toilets, sinks, and counter spaces walled with pegboard, all set in low-ceiling alcoves with mechanical space above.

Partitions between classrooms are transparent glass above window-head line. One wall is entirely tack space, floor to glass above; the other is chalkboard, pegboard, and tack strips. The ceilings slope up from the low exteriorior walls to the center of the building. At intervals there are hooks secured to the ceiling, strong enough to support whatever students or teachers might wish to suspend.

IN THE MIDDLE of the building is the large materials center, a bright skylit place (run by a librarian who has also been a classroom teacher) designed for the pupils to *use*. Here, in several alcoves and a few separate rooms, lower-graders are taught how to find out about things on their own. Everything is open; there are no hiding places to invite misdeeds.

In contrast, administrative areas are "hideaways" for adults: the principal's cubby hole, the businesslike teachers' workroom, the pleasant lounge.

There are two multi-purpose areas. One is the kindergarten "commons" where the children play, let off steam in bad weather, consume snacks, and learn to become part of a group larger than their separate classes. The other is for upper-graders, also for bad-weather use as well as project work. A separate structure, connected by a covered walk, is used for many activities—physical education, assemblies (seldom necessary), upper-grade lunch, dramatic presentations, and public gatherings. Like the individual classrooms, this is one room with a two-level floor consisting of one area large enough for basketball and a raised area large enough to become a full-fledged stage.

Food serving arrangements are simple. Each morning the number of pupils desiring hot lunches is ascertained and this number is telephoned to another school where the lunches are prepared. Meals are shipped to the Dunbar School in airplane-type containers which are

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Mr. Lopez, former senior editor of "Architectural Record" and plant consultant with Engelhardt, Engelhardt, Leggett & Cornell, personally inspected the Dunbar School after it won a top award in OVERVIEW's Competition for Better School Design. (See the June, 1960, issue.)

Raised platform has counter space, sink, pegboard wall, and lavatory and is part of the school's central corridor.

Open alcoves flank the large, homelike instructional materials center in the middle of the Dunbar School.

plugged into electric outlets to be kept hot. Compartmental trays are used for serving, which minimizes dishwashing and storage problems. The ordinarily expensive food service equipment is reduced virtually to one small dishwasher, two milk coolers, and some tables.

This is a big elementary school—twenty-four classrooms, seven hundred fifty pupils—but it is not frightening to youngsters. The low eaves (hardly more than eight feet), the nearly imperceptible breaks in the facades, the visible interiors, the colors, the variety of spaces so that one feels there must be something nice to see around the next corner, all contribute to this.

Acoustical problems have been met with both architectural and educational devices. In each classroom the sloping ceiling keeps reverberation to a minimum since it has large sound absorbing panels and is not parallel to the floor. The work alcoves at the rear of platforms, by their shaped recesses and pegboard linings, also soak up noise. Scheduling of "noisy" and "quiet" activities has been thoughtful, not merely based on availability of special teachers. This implies greater cooperation than usual between teachers in what, for all the building's openness, remain self-contained classrooms, and an administration more concerned with educational experience than with the "business" of education.

THERE ARE faults, too. Too little time and money were spent on certain details. The simple painted wood door-trim, for example, is only moderately well executed (which means periodic maintenance). The non-skid nosings and treads, on the room-wide classroom risers between levels, require careful daily mopping and show signs of loosening. In the "gym" building, certain brick piers and the room-wide steps are so close to the basketball court that injuries to players have to be guarded against. The health room should be larger. No space was provided for remedial reading so the former record-listening room has been converted to this purpose (children use earphones in one of the materials center alcoves). Fortunately, most of these are minor problems and can be remedied easily.

Dunbar School is not entirely a "new" idea. Parts of it have been used before by these and other architects, in schools with two-level classrooms, in corridor-less schools utilizing a large interior space as a multi-purpose room, and so on. It is thus rooted solidly in educational and architectural precedent; its strength lies in carrying forward those earlier attempts to what is, for the present, the logical conclusion. Under the administration of a martinet, it would probably fail; but as we have indicated, the man who runs it now is both human and firm, both a leader and an experimenter.

As he started to show us through the school, the principal said that he realized when he first entered the building that "education" would have to be "adapted" here to the plant. (He had attended no planning conferences, but was selected, like his staff, *ex post facto.*) By the time we said "goodbye," it had become evident that it was not a matter of adaptation but of growth; that the building provides a constant educational stimulus and delight. ●

PLANT NEWS

Nuclear Science Center

Texas A & M College has begun construction of a Nuclear Science Center as part of its expanding program in basic research. The Center will ultimately incorporate a research reactor, 5–10 mev accelerator, medical research facility, high-level gamma irradiation facility utilizing both cobalt-60 and spent-fuel elements, analytical facilities, and hot laboratories.

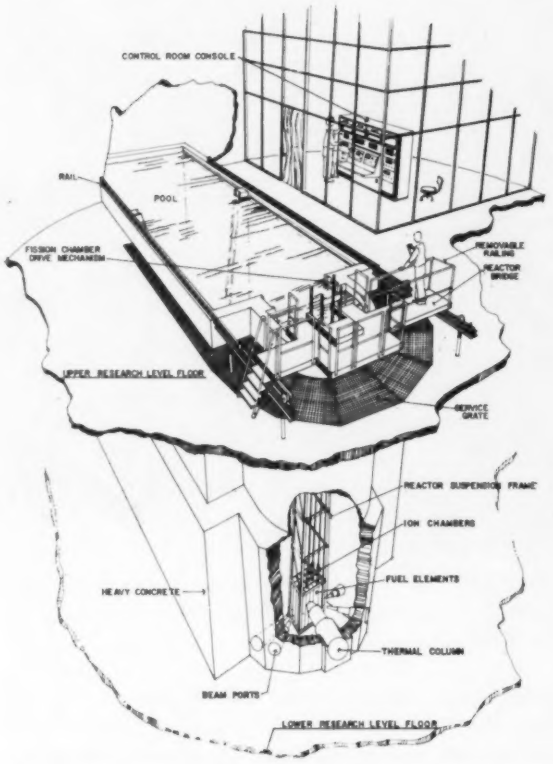
The reactor building is sited on a six-acre plot three miles from the main campus and has an exclusion area one mile around it. The building will be air conditioned with ventilation systems designed to hold the entire structure at a negative pressure relative to the atmospheric pressure. Internally, the building is zoned so that the flow of air always moves away from radioactively cold areas to progressively hotter areas, and finally to the outside exhaust stack.

Preliminary design was carried out by the nuclear laboratories of Convair, division of General Dynamics Corp., with Dr. R. E. Wainerdi of the A & M faculty. Dr. Robert G. Cochran, head of the department of nuclear engineering, is supervising the final design and construction. Total cost will be about $1 million, not including the reactor cooling system.

The building is cylindrical, about 70 feet in diameter and 70 feet high. General construction above grade is steel frame with walls of metal and concrete, concrete slab floors, and wall panels sealed for low gas leakage.

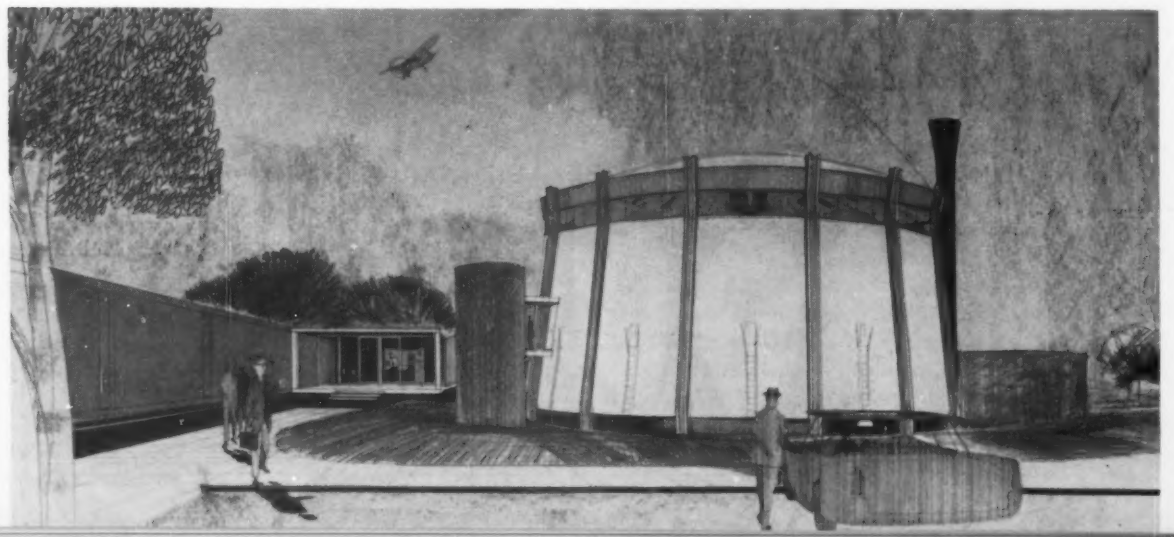
The reactor itself is light, water-moderated and cooled, uses highly-enriched uranium, and is suspended in a three-section pool of water. The pool will have a sturdy movable bridge so that the core may be operated at any position. The reactor will operate at a nominal thermal power level of up to five million watts with forced cooling, making it the highest-powered reactor on any campus.

The Center will facilitate research of several college



departments: aeronautical engineering will use the reactor to study radiation effect in development of new aircraft and missiles; agricultural engineering will utilize short-lived isotopes in surface water, drainage, and soil content studies; agronomy will use reactor radiations to study plant mutations; animal husbandry, biochemistry, and nutrition will use radiation to study preservation and storage of food products.

The A & M Center is one of many college research facilities now under construction as equipment potential continues to lag behind research demands. ●



Impact and fire resistance are twin features of this Polished Misco wire glass installation in the Walt Disney Elementary School, Tullytown, Pa. Architect: John Carver, Philadelphia, Pa.

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1,050 sq. ft. of Luxlite Coolite, Glare Reduced, installed in southeast elevation of auditorium-cafeteria and classrooms of Stephen Blackhurst Elementary School, St. Charles, Mo. Architect: Bruce F. Barnes, Patterson, Mo. General Contractor: Whitworth Engineering Company, St. Louis, Mo. Glazing Contractor: Comfort Distributing Company, St. Louis, Mo.

Maximum light distribution at low cost is achieved by ⅛" Pentecor glass, glazed in vertical sidewall sash in Clopton High School, Clarksville, Mo. Architect: Kenneth E. Wischmeyer, St. Louis, Mo. Glazing Contractor: Rainbow Glass Company.

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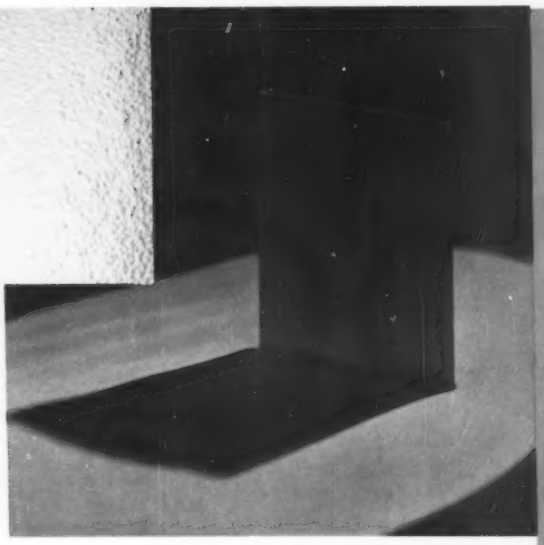

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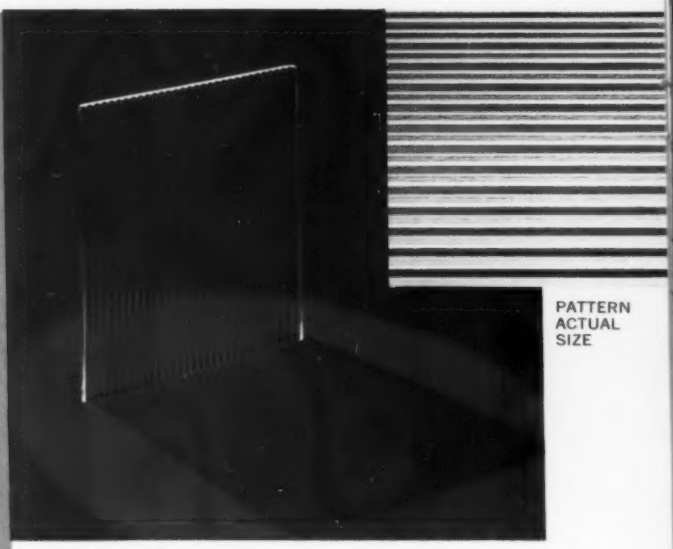
Available in 1/8", 1/4" plain and 1/4" wired, in Luxlite and Hammered patterns. May be glare reduced on either or both surfaces.



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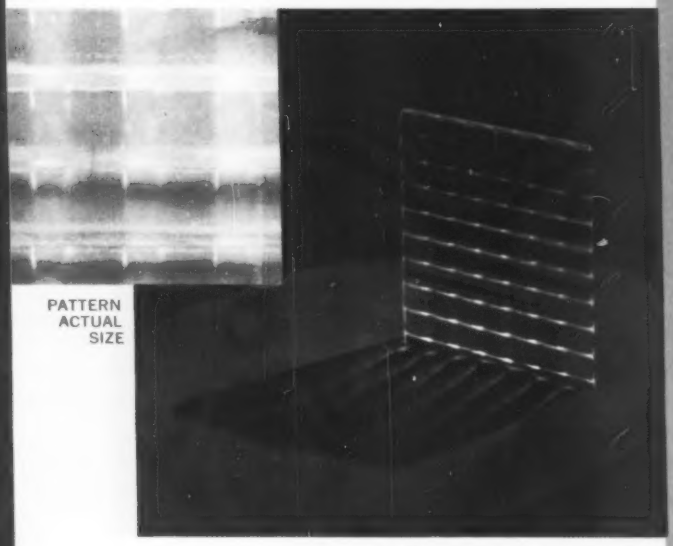

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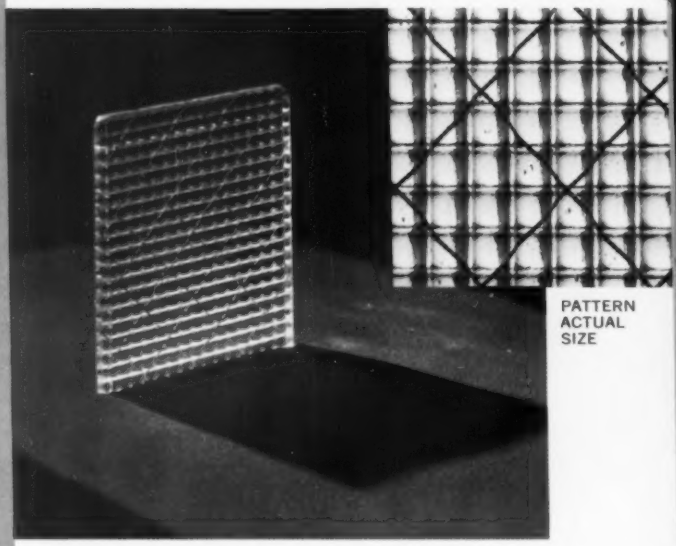

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MAGNALITE B

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COMMUNICATIONS CLINIC

Your "Institutional Image"

EVERY MODERN corporation knows that one of its most vital jobs is building the Corporate Image.

Some of the public relations techniques that businessmen use can be adapted by educational executives in developing the image of their school, college, or university—their *Institutional Image*.

A number of factors go to make up the personality of a business enterprise: good products, good policies, good employee relations, attractive physical plant, a record of service to the community, achievements of the executives, and an efficient system of communication between management and employees and the general public.

And similarly, many of these factors make up the personality of an educational institution: good products (students, alumni success) through high-quality teaching, good policies, good faculty relations, attractive buildings, service to the community, achievements of the faculty, and an efficient system of communication among the school administration, faculty, students, parents, and general public.

Every school has its own personality and the Institutional Image is, to oversimplify it, the way that people see your school. Just as you can characterize a business firm as "aggressive" or "conservative," a "pioneer" or a "follower," your public classifies your institution as "exclusive," "scientific," an "all-round good school," "progressive," or "one which lags behind."

Why should an educational institution bother about its Institutional Image? Ask people why they have moved to one town instead of another. "Better schools" is often the answer. Why does a student select one college over another for his advanced education? "Its reputation" (perhaps the reputation of its scholarly achievements . . . its alumni . . . even its football team). The Institutional Image can help not only to increase the number of the students, but it can attract the better students to your institution. It can help attract a faculty of good caliber. It can help to maintain good faculty-administration-student relations.

The following thought-provokers may lead to a more effective program for developing the Institutional Image. You can add many to this "starter" list:

Board of Education/Trustee Image. How do you present your institution to the board? What image are you projecting to them? Have you a regular program for keeping these individuals closely informed on school affairs? Do board members have occasional opportunties to meet with the faculty and students? To see the school? To know the problems?

Faculty Image. What image does your faculty have of its own institution? Have you a newsletter or bulletin of some kind to keep the faculty informed on official and unofficial matters? Has the faculty an opportunity to get together informally? What is being done to develop a favorable esprit de corps which will be reflected in the Institutional Image to the other publics? Have you developed a program for special recognition of faculty achievements, again reflecting to the public an image of accomplishment?

Parent-School Image. How do the parents view the institution? How is the institution presented to them? Are there meetings at which the parents can see the institution and get to know it? Is a true image of the school being given to them (other than through Junior)?

Alumni Image. This is a continuing problem. Do the alumni of the Class of 1920 have an image of the school as it was *then*—or as it is *now?* Do they long for the "good old days" or are they even more proud of the institution of the 1960's? And how are the alumni representing the school in the world of business, the arts, the professions? They, too, are image-creators and they, too, represent the school to all with whom they come into contact.

Community Image. What are you doing to present the image to the community which is served by the school. Is your institution known as a cultural center where the public is welcome? Or is the image one of aloofness behind gray walls? Some schools have public concerts, prominent speakers. Athletics serve to unify some schools. An advanced center for research is an image projected by others.

The message that you send is, of course, the important thing. But even the manner of sending that message can be vital in achieving success. Are you using the school seal or crest to full advantage on all stationery, literature, displays, buildings, stadiums? Does every bit of published material look as though it were offered by the same institution? Does every release of the school have a signature that is distinctive and unmistakably yours?

The major job of creating, coordinating, supervising, building, and guarding the Institutional Image is, of course, up to the administrator. However, there are many places where he can turn for assistance. Many helpful books have been prepared on public relations as a whole; a new idea-filled book, *Developing the Corporate Image,* edited by Lee H. Bristol, Jr., of Bristol-Myers, has many adaptable ideas from outstanding authorities. Within the institution itself, faculty members, expert in advertising and public relations, may assist. Alumni who are active in the field and other civic-minded businessmen in the community may be willing to offer time, suggestions, and shirt-sleeve efforts.

With a coordinated program well-directed and expertly-executed, you can quickly and permanently improve your Institutional Image. ●

By George B. Chandless, Jr., instructor in marketing at New York University's School of Commerce. Formerly he worked in public relations as a "corporate image" specialist.

MAINTENANCE

How to Choose a Heating-Cooling System

by Fred S. Dubin

KINDERGARTEN, BIOLOGY lab, choral practice room—whatever the educational structure, the design of its heating and ventilating system is an exacting engineering problem. What was once solved by the installation of a pot-bellied stove (successfully for those who sat not too close, not too far away) and windows that opened, and later by radiators along outside walls and an exhaust duct across the room, today calls for environmental control systems precisely tailored to fit the function of each area.

Language laboratories, closed-circuit TV centers, visual arts programs, and music practice rooms are usually sealed off for light and sound control. They need good ventilation or air conditioning with temperature controls.

Nuclear research facilities [see "Plant News" in this issue] impose rigid heating and ventilating requirements on room control systems to prevent the contamination of adjacent areas.

Libraries, art galleries, and exhibit spaces should be climate-controlled to protect materials from dampness and heat.

Computer centers, which may double for instruction and as tools to ease the vast administrative tasks of large institutions, require air conditioning and a dust-free atmosphere.

The right mechanical system, whether tempered and filtered outdoor air, mechanical refrigeration with an exhaust system, dual-duct high and low velocity, conduit induction, extended plenum—and variations of these—can be designed to meet almost any need. The choice depends upon the building's structural system, climate, educational program, and budget allowance.

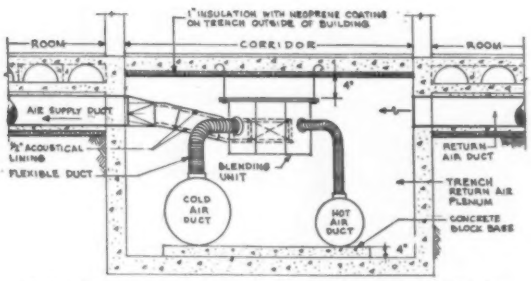
Here are some recent examples of heating and ventilating systems we [Fred S. Dubin Associates] designed for specific installations:

HUBBELL AREA ELEMENTARY SCHOOL, *Bristol, Connecticut: Eighteen classrooms built around an open court with separate kindergarten wing, designed this year by Rossetti and Mileto, architects.*

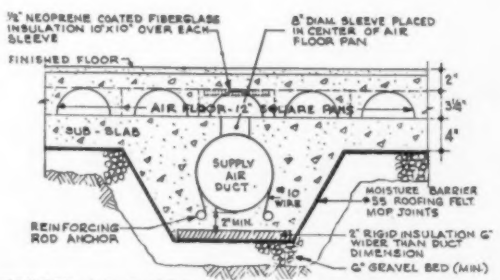
A single row of continuous fin tube radiation runs along exterior walls. Underfloor air ducts extend around classroom perimeters. Perimeter air duct is supplied with tempered air from air-handling units. Ducts provide fresh air and air for cooling by using outdoor air. The fin tube radiation is designed to heat the room from zero to 50° and the air heats the room from 50° to 70°. Air is discharged into the room by grilles located beneath the fin tube radiation, increasing radiation output. Radiation and air-handling units are supplied with hot water from oil-fired boilers. Floors in kindergarten and lower grades are heated by warm air passing through "air floor" forms and into rooms at the perimeter. Entire building has mechanical exhaust ventilation that takes air from classrooms into a plenum above the corridor ceilings and exhausts it through the roof.

CONCORD–CARLISLE SENIOR HIGH SCHOOL, *Concord, Massachusetts: Twenty-seven classrooms, language lab, library, dark room, orchestra room, and shops (totalling*

Mr. Dubin heads the firm of consulting engineers, Fred S. Dubin Associates, Hartford, Connecticut. He prepared the installation sketches that accompany his article.



FORCED AIR SYSTEMS - DUCTS AND BLENDING UNIT LOCATED IN TRENCH UNDER CORRIDOR FLOOR


½" NEOPRENE COATED FIBERGLASS INSULATION 10"X10" OVER EACH SLEEVE
8" DIAM. SLEEVE PLACED IN CENTER OF AIR FLOOR PAN
FINISHED FLOOR
2"
3½"
4"
AIR FLOOR - 12" SQUARE PANS
SUB - SLAB
SUPPLY AIR DUCT
#10 WIRE
MOISTURE BARRIER #55 ROOFING FELT MOP JOINTS
REINFORCING ROD ANCHOR
2" MIN.
2" RIGID INSULATION 6" WIDER THAN DUCT DIMENSION
6" GRAVEL BED (MIN.)

FORCED AIR SYSTEMS - DUCT EMBEDDED IN CONCRETE UNDER FLOOR SLAB FOR SLAB ON GRADE BUILDINGS

Plans above indicate possible location of ducts for forced air systems—in trench under corridor floor or embedded in concrete under floor slab. Details of control system for forced warm air heating and ventilating are at right.

105,400 sq. ft.), designed in 1957 by Architect Warren H. Ashley.

Large, direct-fired, high-pressure furnace is located below grade. Of "block" design, the school has classrooms and offices along the perimeter and audio-visual rooms, auditorium, etc., in its interior. Ducts from the furnace feed into a trench between perimeter classrooms and interior space, into mixing boxes, and up to the perimeter and interior rooms. The same trench carries all return air from the rooms back to the furnace. Water, sanitary system, and laboratory piping are carried in the trench. All services are available for easy connection. This type of mechanical system can be readily converted to air conditioning.

UNIVERSITY OF ST. THOMAS, *Houston, Texas: Complex of buildings on campus, designed in 1958 by Philip Johnson Associates, architects.*

All buildings are completely air conditioned. Each has individual gas-fired boilers and a chilled-water air-conditioning system. Classrooms have individual fan coil units which contain chilled water coil, hot water coil, fresh air intake, filters, three-way mixing valve for temperature control, and room thermostat, supplied from a central boiler and water chiller plant. Auditorium and art gallery are handled by chilled/warm water from central plant and duct system with overhead distribution. Commons building has air conditioning with a separate gas-fired boiler and chiller, air handling unit, and duct system.

BUSINESS AND STUDENT ADMINISTRATION BUILDINGS, BRANDEIS UNIVERSITY: *Three connected buildings, designed in 1958 by Hugh Stubbins & Associates, architects.*

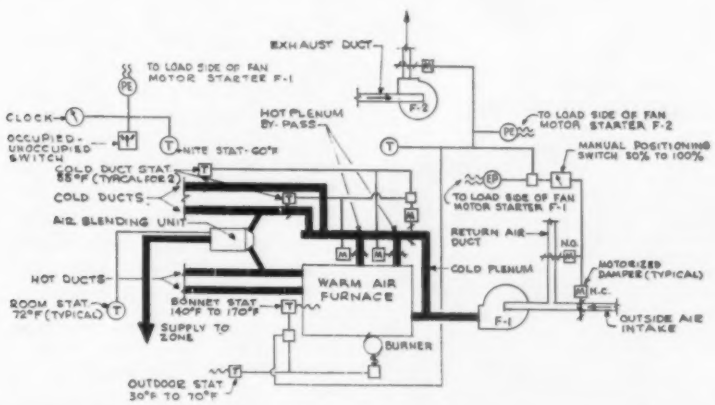
Equipment for a central high velocity dual duct, constant volume heating, and air-conditioning system is located in the basement of the central building. Heating is supplied from campus' central steam boiler plant. Centrifugal chiller supplies chilled water for the system. Each office has its own temperature control with thermostat controlling a blender box.

COMPUTER CENTER—BROWN UNIVERSITY, *Providence, Rhode Island: Two-story building with basement rooms, designed in 1958 by Architects Philip Johnson Associates and Cull, Robinson & Green.*

Heat is supplied from a central boiler plant to air handling equipment in the basement. Air conditioning is provided by a centrifugal compressor supplying chilled water to air handling equipment. IBM equipment is located on the upper floor. The floor system is a plenum chamber carrying ducts to supply conditioned air to each piece of IBM computer equipment, cooling the equipment, and air conditioning the building. Lecture hall, classrooms, and offices are conditioned with air handling units and duct system. All classrooms and offices on the lowest level are equipped with complete "air floor" system for warm air floor-panel heating.

BIOLOGY LABORATORY—UNIVERSITY OF PENNSYLVANIA: *Four tower buildings, of five and seven stories each, headhouse, and greenhouses, designed this year by Architect Louis I. Kahn.*

Steam is supplied by campus central distribution system. Each tower building will contain central high velocity dual duct, constant volume distribution systems in individual mechanical rooms. A centrifugal chiller will be installed in one of the mechanical rooms and chilled water will be piped to the other towers. Heating, ventilating, and air-conditioning systems are designed to adapt to possible subdivision of floor layouts. Changes to zoning with the high velocity system are easy and inexpensive. The headhouse contains animal rooms, insect rooms, plant-preparation room, and artificial growth chambers, each with its own heating and air-conditioning unit set from a separate chiller located in the headhouse. Some components of the heating system for the greenhouse are located in the headhouse basement. ●



CONTROL SYSTEM FOR FORCED WARM AIR - HEATING AND VENTILATING SYSTEM

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IBM's Approach to Executive Evaluation

DYNAMIC MANAGEMENT requires the periodic evaluation of management personnel. Simply stated, management evaluation is the process of checking job performance against job requirements. The process basically deals with many of the same concerns found in teacher or instruction evaluation.

The first purpose is the further development and improvement of the manager *in his present job*. Too often, we link evaluation solely with promotion. This is incorrect. True, there are important secondary purposes of manager evaluations (promotion, reassignment, demotion, separation, salary, etc.) but these, I repeat, are secondary to present job improvement.

At the IBM Endicott plant we have used a type of management evaluation known as the "third-party interviewer." This involves the use of a trained interviewer who conducts a patterned interview with the evaluator.

Every member of the management organization at Endicott is evaluated formally once every twelve months. Before describing the evaluation interview let me clarify the terminology:

The *manager* to be evaluated is a member of supervisory or administrative personnel. The *evaluator* is the supervisor of the above manager. The *third-party interviewer* is, as we have said, a trained interviewer.

When it is time for a manager to be evaluated, his supervisor (evaluator) is contacted by the third-party interviewer a week or ten days in advance and an evaluation appointment is set up. The evaluator is thereby given a week or more to review his thoughts on the manager-evaluatee and to review his performance.

On the appointed day and at the appointed hour the evaluating manager comes to the office of the third-party interviewer. Here are the conditions: no interruptions; unlimited time; a prepared evaluator and a trained interviewer. The manager to be evaluated i[illegible]ot present.

The role of the evaluator is to evaluate his subordinate, Manager X, on his performance in his job against the requirements and standards of that job (and nothing else). The role of third-party interviewer is not to evaluate Manager X (which he couldn't) but to conduct the interview. By question, by challenge, by stimulation, he draws out the evaluator on the subject of Manager X on his job, what the evaluator in the sealed atmosphere of the private room thinks of Manager X in a concentrated manner. The interviewer can ask, "What planning is expected of Manager X?" "What planning does he do?" General answers and irrelevant items are not accepted. Only specific facts are pursued and investigated.

Nine areas of the job performance of Manager X are considered:

1. Selection and development of subordinates.
2. Delegation of responsibility and authority.
3. Respect of his associates—subordinates, equals, and superiors.
4. Business manners and tact with people.
5. Attitude and disposition.
6. Emotional maturity and stability.
7. Integrity.
8. Judgment and decision making.
9. Planning, foresight, and organization.

During the interview both the evaluator and the interviewer take "yellow pad" notes. This is to help their memory when official notations are formally entered on the evaluation form, which the interviewer writes and the evaluator signs.

When the interview is com-

By Dr. John M. O'Brien, technical assistant to the plant personnel manager, IBM Corporation, General Products Division, Endicott, N. Y.

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IBM's Approach (continued)

pleted, a reviewer (the evaluator's supervisor) is called in to review the procedure. The interviewer begins this phase by reading the completed evaluation to the reviewer. Then he gives it to the reviewer so that he may see it. The reviewer can then challenge or question the evaluator on any point. It is a unique situation wherein evaluator and his supervisor can sit without interruptions and discuss Manager X. Finally the reviewer signs the form and the evaluation is completed.

To insure that the message of the evaluation is transmitted to Manager X himself, we give a copy of the evaluation to the evaluator and direct him to make known to the manager, as soon as possible, the facts on his performance that came out in the interview. It is the evaluator's job to counsel the manager on his noteworthy characteristics.

For successful evaluator-to-manager counseling, the manager must know what the evaluation means, how to accept it, how to challenge a point, and, most of all, that the evaluation is primarily designed to improve him in his present job (otherwise he may expect a promotion or a raise in pay). This communication of management evaluation findings should make for a better understanding—maybe not agreement, but understanding — between superior and subordinate. The post-evaluation counseling interview guarantees at least one formal personnel audit for each member of management each year.

One of the particular benefits of third-party interviewer system is that the interviewer acts as a common denominator to all evaluators. He holds back the over-generous from the tendency to mark high and encourages the low marker to mark on the basis of fact. The evaluator, in turn, has the opportunity to talk aloud, to discuss, to question, to argue his points, to lean on a professional shoulder. I know of no better way, as a professional evaluator, in which to teach a manager how to evaluate validly and effectively than to sit with him for two or three hours and discuss stimulatingly the performance of a manager on his job. Furthermore, association with the third-party interviewer tends to train and encourage the manager further in such subjects as supervision, management, production, efficiency, safety, and communications.

The success of a management evaluation system, however excellent in itself, depends on top management's active support (a challenge to a good personnel man) and trained personnel who can stimulate manager evaluators.

I have found that management evaluation can become one of three things: (1) a neutral, ineffective tool, worthless and costly, (2) a harmful and deteriorating influence even under the best of intentions, or (3) a tool so excellent that modern dynamic management cannot afford to be without it. •

PARKINSON'S LAW?

In a nationwide study just completed, the editors found that almost one-fourth of all district-wide administrative positions have been newly created during the past five years. In addition 71 percent of the districts surveyed anticipate some change in administrative organization during the next five years. For the facts behind these figures, read

NEW PATTERNS
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OVERVIEW

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Try these new wet-buffing ideas with "SCOTCH-BRITE®" Floor Maintenance Pads

Two new time and labor-saving methods let you clean, wax and polish in one operation

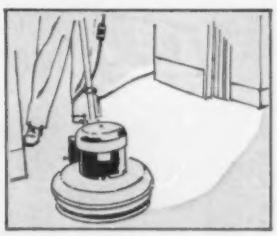
SPRAY METHOD

For all forms of resilient tile in areas of *light-to-medium* traffic

Use a water-wax-detergent solution in a spray-bottle that produces a **fine** mist-like spray. To prepare floor, sweep or dust mop area to be cleaned.

Lightly spray solution on back of a "SCOTCH-BRITE" BRAND Scrubbing Pad, (or any "SCOTCH-BRITE" Pad). This helps pad to retain dirt, minimizes "dusting."

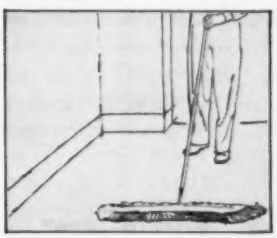
Lightly spray solution on an area of approximately 100 sq. ft. With the "SCOTCH-BRITE" Pad under machine, you wet buff clean and buff dry in one operation.



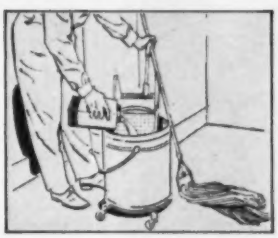
On small areas of heavy traffic, such as doorways and under desks, spray entire area and wet-buff clean. If a high gloss is required, continue polishing.

DAMP MOP METHOD

For all forms of resilient tile in areas of *medium-to-heavy* traffic



To prepare floor for "damp mop" method, sweep or dust mop area to be cleaned to remove any loose surface dirt.



Mix a water-wax-detergent solution in the mop bucket.

Apply solution with damp mop just ahead of machine. Follow with machine while floor is "just damp." "SCOTCH-BRITE" Pad cleans, buffs in one operation.

With either method, "SCOTCH-BRITE" Pads are easily cleaned by simply rinsing out in warm water. They dry quickly and are ready for the next job.

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EXECUTIVE'S BOOKSHELF

FOOD SERVICE IN INDUSTRY AND INSTITUTIONS

By J. W. Stokes. Dubuque, Iowa: Wm. C. Brown Co. $8.

The Federal School Lunch program is a huge one, but it is only a small part of the total institutional feeding program in the United States. It is reported that in one highly mechanized factory more people are employed in the food service than actually tend the machines. John W. Stokes, from a background of management engineering, restaurant operation, teaching and consultant work in the field, has brought together the definitive volume on feeding.

While there is more than any one administrator may want there is something of real interest to each, in this detailed and practical book. The chapter on utilization of food service labor is a good example of material invaluable to the food director and very useful to the administrator of the institution.

AUTHORITY, RESPONSIBILITY, AND EDUCATION

By Richard Peters. New York: Eriksson-Taplinger Co. 137 pp. $3.

It's good to hear a wise man talk. It's better when he talks on matters which touch deeply our most central concerns about education and society itself. It's convenient when his talks are put together skillfully in a little portable book of ten essays, each brief but beautifully organized.

Dr. Peters, professor of philosophy at Birkbeck College, University of London, makes brevity a real virtue through the disciplined clarity of his "common-sense" comments. To describe them as comments reflects Dr. Peters' own style since however masked in Briticism and occasional under-statement, his views are cogent, informed, and provocative.

Highly recommended for thoughtful reading, this book should be tucked in the pocket of the busiest educator for the reflective pause that refreshes.

SCHOOLS OF TOMORROW—TODAY

By Arthur D. Morse. Albany, N.Y.: The State Education Department. 187 pp.

Mr. Morse is an educational writer and this book is essentially in the tradition of educational journalism. It is a convenient summary of the ten "experiments" going on in school systems and public administrators certainly should be aware of at least those he has listed here.

If you are looking for an evaluation of the innovations, this is not your book. It is, however, a fairly complete description of each experiment written in the somewhat breathless style so commonly affected by those who aim their pitch at the common man.

One of its values is its listing of

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ways in which the reader may further inform himself. This listing includes the name of the person to whom one should address requests for information.

THE NEW PROFESSORS

Edited by Robert O. Bowen. New York: Holt, Rinehart & Winston, Inc. 218 pp. $3.50.

It's almost axiomatic that there is something in the nature of the job of the administrator of an educational program that separates him from and makes him different from the professors or teachers with whom he works. Perhaps more important than this is the fact that it makes him different from the teacher he once was.

Professor Bowen has hit on a fascinating device to help us in administration get back inside the skins of the teacher. He asked nine professors the simple questions: "How did you get into the university?" and "What are you doing there?" The book is a collection of the essays as written by the contributors with a minimum of editing.

The nine professors are not representative in any true sense but they are diverse as education itself is diverse and their responses are individual in the extreme.

Each reader will wish that the essays were ten—because a tenth one might more perfectly parallel the reader's own situation. This is good, however, and there is an implied invitation for each to write his own tenth essay.

The new professors share a wholesome respect for their obligations and opportunities and a healthy discontent which bodes well for the future of our institutions.

BUDGETING FOR BETTER SCHOOLS

By Leon Ovsiew and Williams B. Castetter. Englewood Cliffs, N.J.: Prentice Hall. 300 pp.

This book contains specific examples of successful budgeting techniques and procedures, vigorously aided and abetted by a strong philosophical approach to the roll of the budget as an instrument for school improvement. Surprisingly too, it is a very effective "compact" course in school administration, with keen insights on the role of leadership in organization, staffing, and successful management procedures. It will give a boost to school systems thinking about the job of school business management and will also give many a jaded and bedraggled colleague some new speech ammunition and enthusiams on the power of the budget in improving educational opportunities.

It's the kind of book that you can breeze through to get an overview of school administration and go back to for helpful reference on legal principles, classifications, charts, sample documents, and similar and usually dull fundamentals.

We think practicing administrators, neophytes, and students of the art will get something out of this book. In fact, we strongly suspect that some wise administrator whom we know will quietly slip copies to influential citizens, members of the board of education, and to representatives of the taxpayers leagues.

The section on How Budgets Make

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Better Schools and the discussion of the budget as an instrument for long term planning and as a tool for evaluation are particularly provocative.

The book strongly reinforces one of our pet themes, namely that every school *dollar* decision is an educational decision, and conversely that every school *educational* decision is a dollar decision as well.

FREDERICK W. HILL, Assistant Superintendent of Schools, Minneapolis, Minn.

IS THE WORLD OUR CAMPUS?

By Walter Adams and John A. Garraty. Michigan State University Press. 180 pp. $3.75.

A well balanced, on-the-spot report and evaluation of a number of university sponsored overseas programs, this book is a sequel to *From Main Street to the Left Bank*. Any college or university contemplating its responsibilities for the spread of American educational values, techniques, and experience in other countries would do well to ponder this account of an evaluation made under the direction of the Institute on Research on Overseas Programs, of Michigan State University. Credit is given by the authors for good intentions on the whole, but their many interviews abroad lead to some rather serious criticisms of many of the programs.

NEW TEACHING AIDS FOR THE AMERICAN CLASSROOM

A symposium on the state of research in instructional television and tutorial machines. Stanford, California, Institute for Communication Research, Stanford University. 173 pp. $1.

A collection of papers presented at the symposium held in November of 1959 is made even more useful through a report by Wilbur Schramm on the discussion at the conference.

A listing of the participants whose papers are included assures the value of this book for those who are interested in the rapidly developing field. Included are Carpenter, Hall, Hilgard, Hoban, Kanner, Lumsdaine, Riley, Schramm, Spaulding, and Tyler. As Dr. Hall says, the classroom is becoming an open window through which the learner views the world and all its phenomena. This book reports the state of present research and makes proposals for improved research which is designed to open wider the classroom window.

A TEACHER SPEAKS

By Philip Marson. New York: David McKay Company, Inc. 230 pp. $3.95.

His tone is at times a little shrill, his perspective is a little narrow, but his views will receive the attention of layman and non-professional critics, and are worth consideration by public school people. Mr. Marson was born in Boston and has spent both his formal educational years and his teaching time within a dozen or so miles of the Boston Latin School where he taught for thirty-one years. He says some bitter things about the Boston school system and about his understanding of the general "watering down" of pre-college education. He is a great admirer of the British system and concludes that the item of greatest transferability to this coun-

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- Positive foolproof linkage to floor.
- Owner can have peace of mind that bleacher cannot be pushed over edge of balcony even under abuse.
- Floor attached bracket and track are under bleacher in both extended and closed position . . . completely out of sight.

Write for complete details and engineering data for your requirements.

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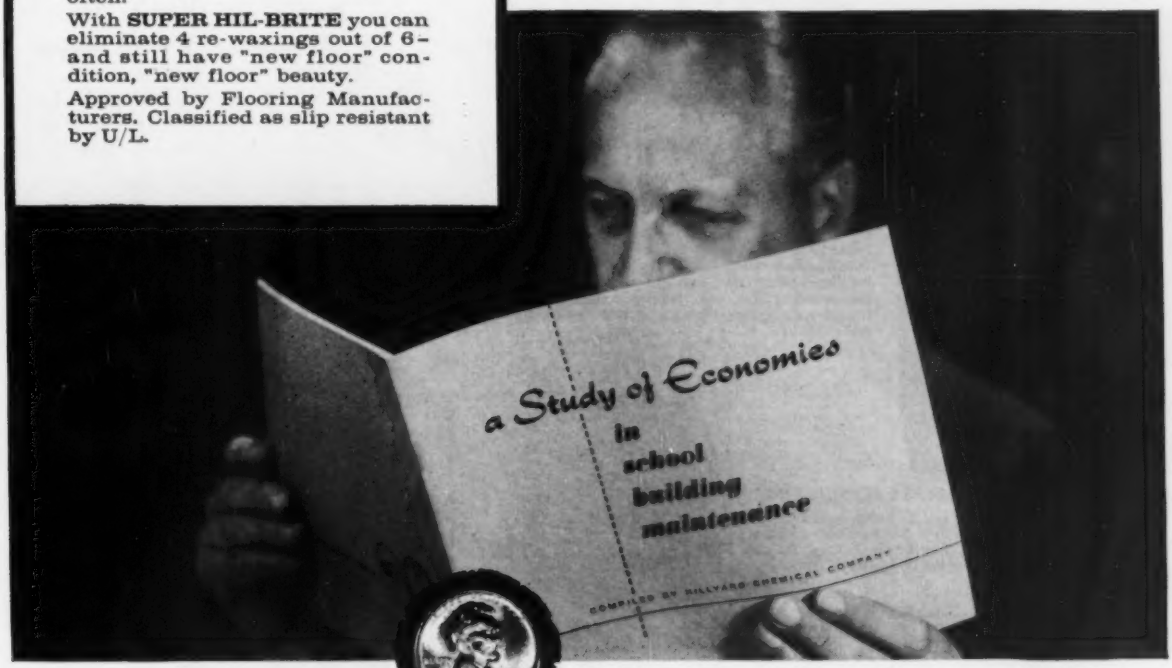

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try is the British examination system.

If somehow revolution can mean a return to nineteenth century educational practices and organizations, Mr. Marson will be among the first at the barricades.

CHARACTERISTICS OF TEACHERS

By David G. Ryans. Washington, D.C.: American Council on Education. 416 pp. $7.50.

This describes a coordinated program of research involving 6,000 teachers in 1,700 schools. Pieces of this research have been published in public research journals but this brings together the whole story.

Certain types of teacher traits have been identified as being significantly related to teacher success in a wide variety of situations. As Dr. Ben Wood says in the preface, this is a scholarly document, especially aimed at other research workers in the field. It paves the way for further studies which will lead to improved selection, training, and evaluation of personnel in the teaching profession.

FOUR NEW REFERENCES ON ECONOMICAL BUILDING

Economic Planning for Better Schools

By Benjamin Handler. Ann Arbor, Mich.: College of Architecture and Design, University of Michigan. 108 pp. $5.

School Building Project Procedures

Hartford, Conn.: The State Department of Education. June 1960.

A New Approach To School Building Cost Comparison

By Fred M. Fowler. Salt Lake City: Utah Department of Public Instruction, Room 223, State Capitol. 90¢.

A Review of Studies of Economies in Schoolhouse Construction

Leo D. Doherty and Artrelle Wheatley. Albany, N. Y.: Division of Research, The State Education Department.

HOW-TO BOOKS

How to Plan-Produce & Publicize Special Events

By Hal Golden & Kitty Hanson. New York: Oceana Publications, Inc. 256 pp. $6.

Oil Painting As a Pastime

By John Wynne-Morgan. London: Souvenir Press. 118 pp. 15s.

How to Speak Effectively on All Occasions

By George W. Hibbitt. Garden City, N.Y.: Doubleday & Co. Inc. 308 pp. $2.95.

The Dynamics of Discussion

By Dean C. Barnlund and Franklyn S. Haiman. Boston, Mass.: Houghton Mifflin Co. 461 pp. $4.50.

How to Tell the School Story

By Leslie W. Kindred and Associates. Englewood Cliffs, N.J.: Prentice-Hall. 500 pp. $9. Classroom edition. $6.75.

You Can Talk Well

By Richard C. Reager revised by Norman P. Crawford & Edwin L. Stevens. New Brunswick, N.J.: Rutgers University Press. 212 pp. $3.95.

How to Have Money to Retire On

Third Edition. By the Editors. Greenlawn, N.Y.: Harian Publications. 88 pp. $2. ●

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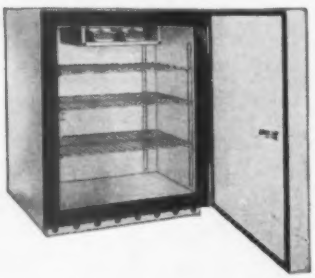
stores eggs, beer, package goods, farm produce. Big 85 cu. ft. capacity in this versatile money-saver. Uses only 62⅛" x 48" valuable floor space. Sectional construction and special locking devices mean fast, easy assembly. Baked enamel exterior, galvanized interior with hardwood floor. Fine-Line styling, rugged construction throughout assures maximum economy and quality.



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makes easy loading-unloading for schools, institutions and commercial users. Lift-out doors are stainless steel. Small (58" x 31" x 24¾") for under counter or island use holds big-capacity 12½ cases of pop or 8 cases of ½ pt. milk cartons. Sides are baked-on enamel. Casters, cap-catcher, decapper are optional.

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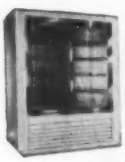

LSCP-4 LoBoy Beverage Cooler

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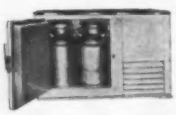

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NEWS ROUND-UP

OCTOBER 1960 OVERVIEW VOL. 1, NO. 10

Back to the Cities

The flight to the suburbs is tapering off.

Millions of Americans who left the cities in the past decade are fed up with high taxes and commuting, are reversing the tide back into the city, believes A. F. Parrott, statistical expert for Consolidated Edison.

Speaking before the American Statistical Association's national meeting, Parrott said the peak outward movement was in 1945–1950. Since then, the number of families moving from city to suburb has declined, while the number moving from suburb back to city has been slowly increasing.

The next ten years will see this urban tide growing stronger, Parrott predicts.

Upmanship?

That it costs more to attend college this year should come as no surprise. But tuition and room and board increases in state and private schools are causing many parents sleepless nights.

Some examples of new tuition charges:

Northwestern: $1,245 (up $285).
Oberlin: $1,150 (up $200).
Stanford: $1,680 (up $340).
Princeton: $1,450 (up $200).
Yale: $1,550 (up $150).
Sycracuse: $1,230 (up $130).

The picture is no better at state universities:

North Carolina: $254 (up $12).
Ohio State: $300 (up $30).
Colorado: $222 (up $10).
Maine (residents): $400 (up $82).
U. of Michigan (residents): $280 (up $30).

Adding room and board, the U. S. Office of Education estimates one year at a public school now costs an average of $1,425; at a private school, $2,435 for men and $2,530 for women.

AFT for Higher Salaries; Challenges NEA Position

The nation's most pressing school problem is a shortage of qualified teachers, Carl J. Megel, president of the American Federation of Teachers, told one thousand teacher-delegates attending the organization's annual meeting in Dayton, Ohio. Megel, a Chicagoan elected to his fifth two-year term, attributed the shortage to inadequate salaries, unsatisfactory working conditions, and insufficient fringe benefits.

At the same time, he called for a nationwide salary scale of $6,000 to $13,000 a year to attract and retain competent teachers. Charles E. Boyer of Minneapolis, a Federation vice president, also stated there was little wrong with education that money would not cure.

Miss Sophie Jaffee, another vice-president from New Britain, Conn., told delegates that the youngster who gets everything he wants is an example of the nation's overemphasis on materialism. "We have gone overboard on the idea that, by giving our children the best and the most, we are making of them happy, well-rounded individuals."

Children must be taught there are more important things than television sets and transistor radios. Unless this is done, she admonished, we will have produced a generation unable to make the sacrifices necessary to preserve democracy.

Meanwhile, a bitter nationwide battle is shaping up to determine whether the AFT or the National Education Association will represent the nation's public school teachers. The sixty thousand-member AFT, affiliated with the AFL-CIO, favors collective bargaining for teachers. The seven hundred thirteen thousand-member NEA claims it is a professional organization as distinguished from a trade union.

The conflict has come to a head in New York City. The board of education promised, after the union called off a threatened strike last spring, to allow the City's forty thousand teachers to decide whether they want collective bargaining and, if they do, to elect a bargaining agent.

Both groups are strengthening their positions. The NEA has just opened a New York regional office to sign up more local teachers. (The NEA has fewer than one thousand members in the City; the AFT, about six thousand.) At its convention the AFT approved a resolution assuring its New York local of financial support in the system-wide election

Achievers Make Grade

Pupils in the nation's urban elementary schools are generally promoted only if their academic achievement justifies it. A small minority are passed primarily to enable the child to progress with his own age group.

This was one of the conclusions of the first scientifically planned survey on the status of administration and organization of the public elementary schools, just completed by the U. S. Office of Education. The survey showed that nearly three-fifths (58.5 percent) of urban districts reporting give first consideration to the academic achievement of the student and only secondary consideration to his keeping up with his peer group.

Another 12.5 percent promote solely on the basis of academic achievement. An emphasis on keeping the child in his own age group was reported by 10.8 percent, but less than one percent promote solely on the basis of group progress.

Schools in most urban places report the child's progress to his parents by marking him by letter rather than by a numeral. More than three-fourths (77.5 percent) use this letter system alone or in combination with parent conferences.

campaign. Other AFT resolutions:

- Called for the abolition of the House Un-American Activities Committee on the grounds that recent hearings by the Committee in California have resulted in "irrevocable loss of dignity, reputation, and jobs" of many probationary teachers and other citizens.
- Asked federal, state, and local action to establish new junior colleges.
- Urged the formation of a mass lobbying delegation to be sent to Washington to dramatize to Congress "the imperative need for extending federal aid to schools."
- Endorsed student "sit-in" demonstrations against segregation in the South.

Leaps and Elites

Countries "making great leaps into modern civilization" will need far more U. S. assistance in education in the 1960's than they are now receiving. That's the opinion Dr. Clarence R. Carpenter, director of the division of academic research and service at Pennsylvania State University, gave to some two hundred college and university administrators. They were attending a week-long school for executives at Bemidji (Minn.) State College sponsored by the American Association of Colleges for Teacher Education.

Carpenter also predicted "extraordinary advances in the electronics of information and communication." Education will need these new techniques, he said, because "more and more people will want to learn more and more skills and knowledge by both formal and informal methods."

A second speaker, Dr. Delyte W. Morris, president of Southern Illinois University, warned that two "elites" are emerging in American colleges:

Pressures to raise tuition, if unchecked, will create an elite of students with money, background, and status, Dr. Morris maintained.

The second "special interest" elite gives more importance to science and mathematics than to other fields. "We are not a race of scientists," he said. "Our strength lies in our diversity."

Requirements Raised

In a dramatic move to improve the quality of teaching, the New York State Board of Regents has adopted higher minimum requirements for new high school teachers of academic subjects.

Course requirements for foreign language, mathematics, and science teachers have been doubled for beginning certificates to teach in the state's high schools. Requirements for English and social studies teachers were increased fifty percent.

State commissioner of education James E. Allen described the move as the most significant so far in the direction of improving education.

Under the new standards, teachers

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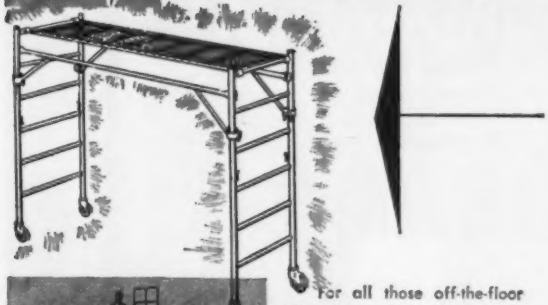

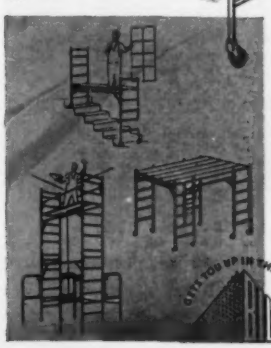

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at amazing low cost

TEMLITE LOOMWOOD AUDIO VISUAL SHADES

PERFECT DARKENING

Experts agree that for best visual results a viewing area should be "browned out" (a light level at which ordinary newspaper print is difficult, but not impossible to read). Temlite Loomwood Audio Visual Shades are scientifically engineered for proper daylight control.

PROPER VENTILATION

If a room is too dark or too hot the students' attention suffers. With Temlite Audio Visual Shades, even with the blinds completely down, you have adequate between-splint air circulation so the viewing room is never stuffy. Ordinary blinds and shades can't compare with Temlite Audio Visual Shades for light and air distribution.

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KRUEGER All-New FIBERGLASS CHAIRS

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Black or Chrome steel legs

No. 3101 SIDE CHAIR
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Curved and shaped to body contours, Krueger's Fiberglass chairs help raise the standards of seating comfort — add colorful warmth and beauty to any room setting. You can tell a Krueger chair by its rich, smooth finish — free from seat "bumps", because the leg attachments are molded-in as an integral part of the one-piece fiberglass body. These chairs offer seating flexibility, too, because you can stack or gang them (Model 3001) . . . and mix or match their softly hued decorator colors of Sand Beige, Shell Coral, Evening Gray, Turquoise and Parchment.

UNSURPASSED FOR DURABILITY . . .

Krueger Fiberglass is virtually indestructible, is color permanent and cleans like new. The strong tubular steel legs are wobble-free and built to last a lifetime! In short, these chairs are terrific . . . and priced for below what you'd expect to pay for such permanized quality.

Write for colorful new descriptive brochure showing actual Fiberglass colors.

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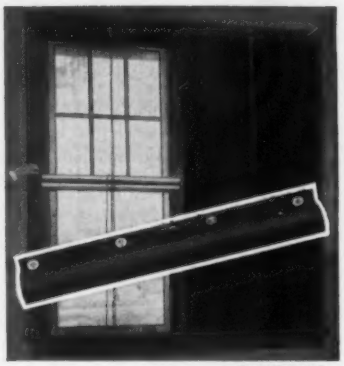
How Many Classrooms Will One Set of PAKFOLDS DARKEN?

PORTABLE PAKFOLDS SERVE BEST . . . COST LESS!



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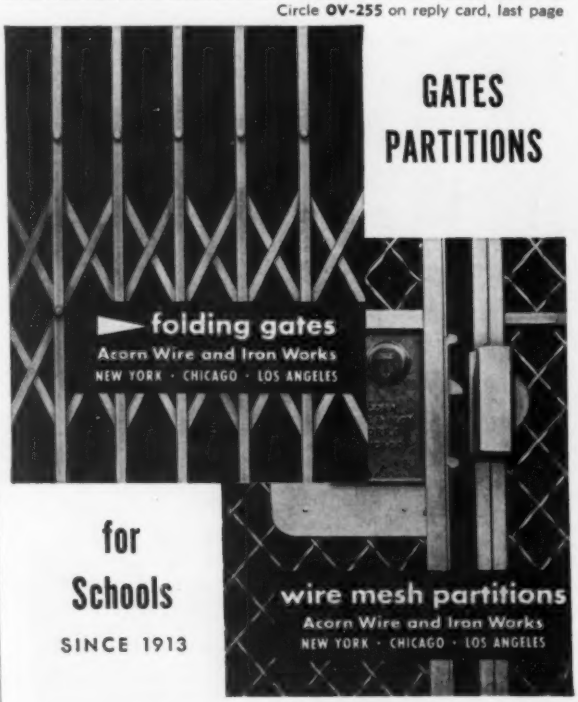
GATES PARTITIONS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with beginning certificates will have five years to complete an additional year of advanced study required for a permanent certificate. Most of this fifth year will be in the academic field of preparation.

New requirements do not become mandatory throughout the state until September, 1963. They will have no effect upon presently certified teachers.

Specifically, the new requirements will be:

- English: thirty-six semester hours, an increase of twelve
- foreign languages: twenty-four hours, an increase of twelve
- mathematics: eighteen hours, an increase of nine
- science: forty-two hours, an increase of twenty-one
- social studies: thirty-six hours, an increase of twelve.

Under the new provisions, Commissioner Allen explains, future teachers will be devoting at least half their undergraduate preparation to study in the liberal arts.

Sunrise Semester

The fourth season of CBS-TV's "Sunrise Semester" began on Sept. 26 with courses in sociology and Shakespeare's major tragedies. Both courses carry college credit through New York University's Washington Square College of Arts and Science.

The sociology course, "The Peoples of Africa," is televised from 6:30 to 7 a.m. on Monday, Wednesday, and Friday. Shakespeare course will be televised on Tuesday and Thursday from 6:30 to 7 a.m. and on Saturday from 7:30 to 8 a.m.

Year of Innovation

More experimental education is shifting from the laboratory to the actual classroom this year. A bigger effort is being made to break the lockstep of conformity and tradition.

A rundown of some of the more promising innovations, uncovered by the National Education Association, shows no area of school life un-

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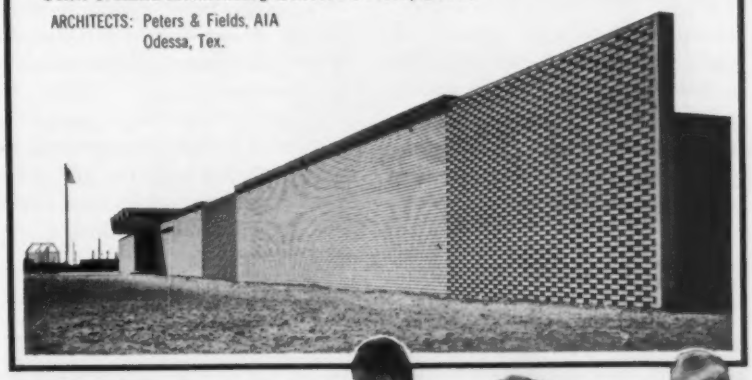
TOP-AWARD WINNING SCHOOL

John Ireland Elementary School · Odessa, Texas

ARCHITECTS: Peters & Fields, AIA
Odessa, Tex.



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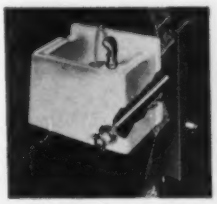
..selects Halsey Taylor fixtures

In the Ninth Annual Competition for Better School Design, conducted by OVERVIEW, a national educational publication, this Texas Elementary School was selected as one of the top award winners. The jury commented: "Appropriate architectural forms, facilities well located and organized."

Of course, Halsey Taylor water coolers and freeze-proof outdoor fixtures were specified. The Halsey Taylor line, embracing low-level, free-standing and the new Wall-Tite and Wall-Mount coolers, as well as cafeteria types and fountains, gives the architect or builder a wide choice.

The Halsey W. Taylor Co., Warren, Ohio



This new "All-Climate" type has special all-weather features and proves superior for freeze-proof installations outdoors.

Halsey Taylor coolers are designed to meet the highest hygienic standards and are ideally suited to installations in public buildings. The new Wall-Tite and Wall-Mount series provides the added feature of tight-to-the-wall fit with no exposed fittings and ease of maintenance.

Halsey Taylor®

Ask for latest catalog, see Sweet's, American School & University or the yellow pages

560

News Round-up (continued)

touched. Among the NEA findings:

Miami, Fla.—"early bird classes," starting at 7:30 a.m., offer music, typing, and other subjects difficult to fit into the regular school day.

Syracuse, N. Y.—longer school day (8:45 a.m. to 3 p.m.) will permit additional classroom time—a seven period day with a half hour for lunch.

White Plains, N. Y.—longer school day has eight instructional periods; home rooms abolished in favor of a "teacher-counselor" system in which groups of forty-five to fifty-five students have same teacher-counselor for three years.

Akron, Ohio—fully articulated eight-year foreign language program begun, starting with the fifth grade and continuing through high school. French and Spanish offered.

Newark, N. J.—three years of Russian offered in two high schools; accelerated college-level mathematics for talented high school seniors.

Philadelphia, Pa.—Ford Foundation underwriting intensive team teacher program for about forty-five hundred culturally deprived students in four schools. Similar programs in *Pittsburgh, Cleveland, Detroit, Chicago, St. Louis,* and *Milwaukee.*

Chattanooga, Tenn.—ungraded primary to be established in one elementary school. Several schools in *Baltimore* try same plan.

Dallas, Texas—series of ten half-hour television shows conducted before opening of school to prepare the thirteen thousand six-year-olds enrolling for the first time.

Birmingham, Ala.—blind children to be taught along with those with normal vision in one elementary school. Blind pupils will receive special instruction in separate resource room.

Columbus, Ohio—early morning television course in remedial reading at junior high level; supplementary in-school work under specially trained teachers.

Milwaukee, Wis.—city-wide television courses for elementary pupils offered as additional resources for classroom teachers in art, music, foreign language, science, and physical education; at secondary level, biology, general science, and U. S. history.

Kansas City, Kan.—new educational TV station operating four hours a day for elementary grades. Also, non-graded primary organization in elementary schools; differentiated high school diplomas to indicate nature of high school work done.

Wichita, Kan.—lay readers to grade high school English papers; elementary school day lengthened by half-hour; preliminary steps toward establishment of non-graded primary.

Winnetka, Ill.—local residents who speak French fluently employed as "foreign language assistants" in elementary grades.

Beverly Hills, Calif.—twelve years of French and Spanish to be offered by 1962.

Sacramento, Calif.—enriched ac-

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SEE THE FAMOUS

Little Giant "half/through"

DEMONSTRATION

CLEANS THE DIRTIEST ERASER, ***amazingly fast!***

Compare the rapid cleaning action of the Little Giant with that of any other eraser cleaner, large or small. You'll see a big difference in time saved and thoroughness of cleaning, *and your erasers erase cleaner, too.*

Lightweight, easy to carry from room to room, the Little Giant is ruggedly built for longer wear. Underwriters' Laboratories approved.

NEVERIP ERASERS are specially made to give a firm, brush-like erasing action found in no other eraser. They erase cleaner and wear longer. Made in 5 and 6 inch lengths and 12 inch janitor's time-savers.

Write for demonstration or complete information

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GOLD MEDAL PRODUCTS CO.

318 EAST THIRD STREET
CINCINNATI 2, OHIO
PHONE: DUNBAR 1-1333-4

HERE'S WHY . . .
POPCORN BELONGS IN EVERY SCHOOL

Thousands of schools at every level now own popcorn poppers. You should see to it that your schools have Popcorn, too. Here are just a few of the many benefits that popcorn brings your students and the school community.

- *Better Teeth*
- *Healthier Gums*
- *Provides Vitamins and Minerals*
- *High Food Energy*
- *Provides Ample Roughage*
- *High Protein Content*
- *Better Student Spirit*
- *Good Group Project*
- *Profit for Needed Equipment*

POP-A-LOT

Capacity per hr.: 100 dime sales 8.00 profit.
Price $199.00
Other models up to 300 sales per hour.

See to it that your students get all these benefits. School systems can buy on no money down; pay out of profits as they are earned. Student groups run the operation. Sales opportunities are plentiful. Start the ball rolling now.

School Popcorn Division
GOLD MEDAL PRODUCTS COMPANY
303 East Third Street Cincinnati 2, Ohio
World's largest manufacturer of counter model poppers.

Write now for details on poppers, brochure on school popcorn sales, and free wholesale catalog.

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built for strength . . . long wear . easy handling

SHAMROCK SERVICE TRUCKS

are widely used by schools for efficient cleanup of classroom buildings and dormitories. Offered in a choice of styles and varying arrangement of compartments. Big capacity for holding mops, brushes, pails, linens, toilet tissue, and other supplies. Frame is 20 gauge steel, with hammered silver-gray finish. 2" extension on one end holds brooms, mop handles in place. Easy-rolling casters. *Write for complete literature and prices.*

Sold through Shamrock jobbers everywhere

MANUFACTURED BY
MEESE, INC.
MADISON, INDIANA

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GOUGLER

MASTER KEY COMBINATION LOCKS

These sturdy, high security locks use a new type master key, not duplicable on key machines, for proper control and maximum protection. They feature "clicking" combinations, no need to read, just count clicks and open —even in the dark.

Type No. 40

Similar non-master key lock, No. 30/1, available.

BUY NOW! TAKE TWO YEARS TO PAY!
Ordering now will help us deliver on schedule. Our credit plan, with no interest charged, will help you build locker fund and assure proper school security.

Write for sample, prices and 2 years credit plan.

C. L. GOUGLER KEYLESS LOCK CO.
711 Lake St. Kent, Ohio

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Monroe FOLD-KING TABLE LINE

FOLDING CHAIRS
All-steel, also plywood or padded seat. Complete line. Direct prices, discounts. See Catalog.

TABLE and CHAIR TRUCKS
The leader, 7 models, sizes — for transporting, storing. Smooth rolling, easy loading. See Catalog.

Monroe CATALOG in COLORS

UP TO 40% DISCOUNT
TO CHURCHES & INSTITUTIONS

Kitchen committees, social groups, attention! Direct-from-factory prices—discounts up to 40%—terms. Churches, Schools, Clubs, Lodges and all organizations. Our new MONROE 1961 FOLD-KING FOLDING BANQUET TABLES are unmatched for quality, durability, convenience and handsome appearance.

NEW—Completely automatic lock on pedestals and legs. "Snaps" them rigidly in place, or folded flat. New pedestal and frame construction.

Mail coupon, write, wire or phone for our beautiful new catalog with color pictures of Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Bulletin Boards, Folding Risers and Platforms.

MAIL THIS SPECIAL COUPON TODAY!

Please send the new 1961 Monroe FOLD-KING Catalog – prices, discounts, terms.

Name of church, organization _____
Mail to _____ Title _____
Address _____
City _____ Zone _____ State _____
We are interested in (Tables, Chairs, etc.) _____

THE MONROE COMPANY 66 Church St. COLFAX, IOWA

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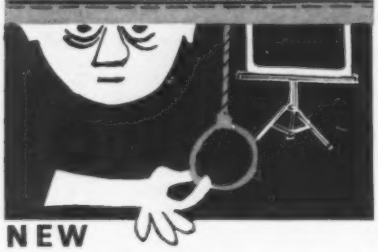
DON'T "GLOOM UP" ROOMS



NEW projection screen now enables you to view pictures in semi-darkened rooms

It is true that you can project better pictures in darkened rooms—but there are many times when room darkening is inconvenient, difficult and costly. Now, with the new Radiant exclusive "truly lenticular" screen, which controls **both** horizontal and vertical light reflection, you can project slides and movies effectively in normally or partially lighted rooms where no unusual lighting conditions prevail. For schools—this enables viewers to take notes during showings, minimizes inattention and misbehavior, and permits simultaneous use of collateral material.

Send for Illustrated Booklet which gives the complete explanation of this new truly lenticular screen, also catalog giving specifications and prices of Radiant's complete line of lenticular and glass-beaded screens of every type for every purpose.

RADIANT Lenticular SCREENS

Radiant Manufacturing Corp.
P. O. Box 5640, Chicago 80, Ill.
Gentlemen: Please rush me free copy of your booklet "The Miracle of Lenticular Screens" and complete Radiant Screen Catalog. Dept. 0V-106
Name .....
School .....
Address .....
City ..... Zone ..... State .....

News Round-up (continued)

celerated program offered to gifted in intermediate grades enabling them to complete three years' work in two; the pupil will use the extra time in college work later.

Phoenix, Ariz.—local commercial television station has made available a half-hour segment five days a week for social studies course.

Tacoma, Wash.—research project underway to determine effectiveness of electronic language laboratories installed last year in three high schools.

East—West Aloha

Ground was broken last month at the University of Hawaii for the nation's first international college for students from Asia and America. Under consideration for the past year and a half by Congress, the Center for Cultural and Technical Interchange between East and West was made possible when Congress appropriated $10 million in its latest session.

Provision will be made for two thousand students—about eighty percent from Asia and the rest from the U.S.A.

For the past several years, the U. of H. has offered more than a hundred Asia courses, held conferences on East-West relations, and trained foreign Fulbright scholars. However, foreign students were scattered over the whole campus; an integrated language and living program was impossible.

In the new college, students will pursue their own academic interests but live together and take special courses in English, Asian languages, and intercultural relations.

Atomic Education

This year Pennsylvania State University's nuclear reactor labs will be more than doubled in size. The expansion is necessary to meet increased demands for research and

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Here's How Schools Save Floor Cleaning Dollars

with flexible, efficient GEERPRES Mopping Outfits

Floor cleaning costs are one of the major maintenance expenses. Now, you can cut the biggest part of those costs — LABOR — with quality designed and constructed GEERPRES floor mopping equipment—wringers, buckets, chassis, mops.

GEERPRES outfits clean faster, more uniformly, leave no messy pools or splashes. GEERPRES equipment gives longer service life, is easier for maintenance people to use.

Choose the outfit that fits your mopping needs exactly from the versatile GEERPRES line. Ask your jobber or write for catalog No. 958.

Geerpres
WRINGER, INC.
P.O. BOX 658, MUSKEGON, MICH.

educational service, says Forrest J. Remick, acting director of the Penn State lab.

Aiding in the expansion is the gift of a four-megawatt research reactor and auxiliary equipment from Curtiss-Wright Corp. The company had been using the reactor in its research and development activities, but disposed of it as part of a reorganization program.

"The new reactor will give us the best nuclear laboratory of any university in the East," Penn State President Eric A. Walker declared.

In the past five years Penn State has trained one hundred seventy-five scientists and engineers from thirty-nine nations under our atoms-for-peace program.

Negro Youth Aided

Guidance and financial aid have been combined to enable eighty-one Negro students to enter sixty interracial colleges as freshmen this term. Scholarships by the National Scholarship Service and Fund for Negro Students will also keep an equal number of upper classmen in school this year.

In addition to these winners, some 1,300 Negro students have been given assistance this year, according to Richard L. Plaut, NSSFNS president. This has been in the form of guidance, financial aid, or in helping raise the educational sights of young Negroes.

Plaut believes the most serious problem is "a lack of awareness of doors already open. Educational sights are too low. Stimulation, therefore, must start early and be kept up straight through elementary, junior high, and senior high, if Negroes are to realize their full potential as educated human beings and as a vital segment of our national resources."

For JC Leaders

Programs to improve the preparation of practicing and potential junior college administrators will be

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get triple use from your floor space

FOLDS FLAT!

stores easily in a minimum of space

GUARANTEED TEN YEARS!

CLARIN EST. 1925

Clarin Tablet Arm Chairs provide double and triple purpose functions. The chair shown here converts any other space into classroom, study hall or a room for audio-visual purposes.

Write Dept. 87WTA For Detailed Information

CLARIN Mfg. Co., 4640 W. Harrison, Chicago 44, Illinois

SEE US AT THE ASBO SHOW BOOTH 67-68

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a new concept IN LANGUAGE LABORATORY EQUIPMENT ... by

SWITCHCRAFT INC.

new convenience

Any room in your school can be made into a Language Laboratory in minutes.

new simplicity

No permanent installation—no construction—all units are portable with simple plug-in connections.

new low cost

Approximately $50.00 per position. Designed for use with school's present Tape Recorder or Sound System.

Developed by Switchcraft — one of the top manufacturers of Quality Electronic components.

Write or use coupon.

SWITCHCRAFT, INC.
Language Laboratory Division
5595 N. Elston Ave., Chicago 30, Ill.
Send full details on Language Laboratory Components.

Name_____
Position_____
School_____
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City_____ Zone____ State_____

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(FAST) (SAFE) VERSATILE

PRO-MO-LITE

Great... even with hardest water

Pro-Mo-Lite general-purpose liquid detergent saves you labor and money on a full range of floor cleaning jobs. Excellent for resilient and sealed wood floors . . . forms no soap scum on contact with free lime in old cement or terrazzo surfaces . . . for complete stripping or simple daily maintenance . . . leaves no slippery film . . . use with muriatic acid to clean and neutralize concrete floors in just ONE operation!

Write for information

MYCO

MASURY-YOUNG CO.
76 Roland Street Boston 29, Massachusetts
OFFICES IN PRINCIPAL CITIES

News Round-up (continued)

launched in Michigan's three largest universities as the result of a $462,500 grant from the W. K. Kellogg Foundation. Schools participating are Michigan State University, University of Michigan, and Wayne State University.

Impact will be greatest in the Midwest, where about a third of the nation's two-year colleges are located.

(The nation has almost seven hundred of these two-year colleges, currently serving about a million students. They anticipate enrollments of two million by 1975.)

Catholic Enrollment Tops 5.5 Million

While public school enrollments increased for the sixteenth consecutive year this fall, enrollments in U. S. Catholic schools also set new highs.

More than 5.5 million students are attending parochial schools this year, according to the department of education of the National Catholic Welfare Conference. This figure represents an increase of 166,899 over last year.

Of the Catholic students, 4,389,963 are attending elementary schools; 849,850, high schools; and 299,937, regular sessions at colleges. The 5,239,813 students enrolled in Catholic elementary and secondary schools account for about thirteen percent of all students in the U. S. between ages of five and seventeen years.

Catholic enrollment will hit 6.5 million by 1965, predicted The Right Rev. Msgr. Frederick G. Hochwalt, executive secretary of the National Catholic Educational Association. To handle this increase, Catholic schools will be forced to double their proportion of lay teachers, he declared. To compete with public schools for teachers, parish schools would have to boost salaries and offer fringe benefits not generally available now, Msgr. Hochwalt said. ●

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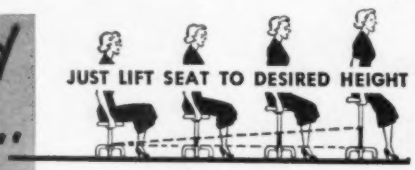
No soiled hands...

JUST LIFT SEAT TO DESIRED HEIGHT



No dirty wheels or knobs or tools to handle. Just lift the seat to the desired height. The Ajustrite patented adjusting mechanism is the reason hundreds of thousands of Ajustrite Chairs and Stools are in service today. It's the oldest, the simplest, the fastest. And the most trouble-free—*that's why we guarantee it for 10 years!*

30-DAY FREE TRIAL No obligation. Prove to yourself the Ajustrite advantages in utility, comfort and economy.

32 Models for Factories • Schools • Laboratories • Hospitals • Offices

Laboratory RPC-2230 | Classroom CPC-1520 | Vocational Shop S-1827

AJUSTRITE CHAIRS AND STOOLS

AJUSTO EQUIPMENT CO.
Bowling Green, Ohio

What of the Morrow?

Walter D. Cocking comments on the current scene

As one views the domestic and world scene at mid-year 1960 and records his impressions, he is at the same time both exhilarated and depressed.

I am impressed at the steady advance in science and technology. The stream of new machines, new gadgets, new discoveries which continue to flow from laboratories and plants, and astounding plans on the drafting boards cause the observer to conclude that there is no end to man's ability to understand and control his environment. The brilliant developments which are constantly being made to understand outer space and penetrate its mysteries rank among the most significant in all history.

Soviet Russia's successes at photographing the far side of the moon and launching a 4.5-ton satellite into orbit about the earth are astounding. America's successful launching of its Explorer V Satellite into the far reaches of outer space, its ability to control and even repair its mechanism millions of miles from earth, the recording and reception of data over ten million miles from the earth's surface are almost unbelievable developments.

The increased ability to prevent and control disease, to predict weather conditions more accurately, to eliminate salt from water so that an unceasing supply of fresh water is available for man's use astound us.

Our ability to navigate a nuclear-powered submarine under Arctic ice; the around-the-world cruise of an American submarine while completely submerged, can be viewed as harbingers of wonders to come. Surely our scientists in their laboratories and engineers in their shops are presenting to the world an appreciation of what the talents of educated men can produce. Such developments present a further appreciation of trained men's knowledge and skill. They cause wonder at what man can do next. To such men the world must bestow its accolade of "well done."

As we assay such achievements, one concludes that they are good. Yet there is another side to the picture. It is depressing for it casts doubts on man's ability to live successfully with his new toys and particularly with his fellow men.

Of what use is man's new scientific knowledge, his new machines, his demonstrated controls over water, land, air, disease, unless at the same time he learns and demonstrates that he can use the new knowledge to live more understandingly and happily with his fellows. Such lessons, man has not learned. Unless he does, it is inevitable, as I see it, that man will destroy himself. The commentators call it "universal suicide." It is this that causes one to be deeply depressed even in the face of man's greatest technical achievements.

As we look desperately for the way out, we come to the conclusion that the sole answer lies in the same factor which led man to his present success—education. Such an education has to deal with matters of the spirit, with his pattern of values, with love and affection and understanding of other men. This is the challenge to philosophers, humanitarians, political scientists, sociologist, psychologists. Unless they are able to make similar spectacular advancements to those of the natural scientists and engineers, all is lost.

The challenge requires the forging of a new education. One which seeks to help man to look more realistically to the present and the future and less to the past. The demand on education is to help man to understand men better, to cause him to seek ways of tolerance and understanding others. Literature and the other arts, the social sciences, indeed all areas of knowledge, are of little use unless they help man to appreciate other men more and teach him how to live together peacefully.

If we can achieve such a result then man can look forward to a fruitful future in which peace among men will reign. It must be so, we must not fail. •

The College of Wooster offers

BETTER LEARNING through BETTER LIGHTING... with Sylvania's CLASSIC Series

During the summer of 1960 The College of Wooster (Ohio) completed a major project . . . the remodeling of its chemistry building, Severance Hall.

One of the principal features of this task was the renovation of the building's electrical system and the installation of new lighting equipment.

The fixture choice for illuminating lecture rooms, library and offices . . . Sylvania's new CLASSIC Series. A combination of 2- and 4-lamp units with plastic louver shielding now provides lighting for most of the rooms in Severance Hall.

By specifying the CLASSIC, Wooster picked the fixture that combines *all* of the important features of a school lighting fixture . . . clean, attractive appearance; efficient high-quality lighting characteristics; and low-cost maintenance advantages.

The CLASSIC Series features sleek, trim lines; flared, smoothly-diffusing side panels; and slim shallowness. To satisfy individual choice, plastic louvers or plastic panels are available.

For your next school lighting project, be sure to consider Sylvania's CLASSIC. To appreciate the true beauty and application possibilities of this fixture, arrange for a demonstration of the unit itself.

We'll gladly send you complete information on request.

Architects — Sims, Cornelius & Schooley, Columbus, Ohio
Electrical Contractor — Wayne Electrical Co., Wooster, Ohio
Distributor — Sacks Electrical Supply Co., Akron, Ohio

SYLVANIA LIGHTING PRODUCTS
A Division of SYLVANIA ELECTRIC PRODUCTS INC.
One 48th Street, Wheeling, W. Va.

SYLVANIA

Subsidiary of **GENERAL TELEPHONE & ELECTRONICS**

High Voltage/Low Tension

THIS MONTH'S PRODUCT PREVIEW

Selected by OVERVIEW editorial staff

For further information on any of the products listed in this section, circle the identifying OV number on the postage-paid reply card at the back of this issue.

LANGUAGE LABORATORY

Teachers find it simple to operate the new Bernco Mark VII Language Laboratory. The engineering experts at Bernco have worked out a re-

markably easy unit whereby the teacher can have individual, private conversations with any student, can monitor students' progress (with or without students' awareness), can provide individual programming to every student, plus many more functions. The teacher's console panel has provision for the student to "call" the teacher for assistance by means of a quietly winking light adjacent to the student's station program tab. As many as 10 separate programs can be distributed simultaneously.

Variations in the student's hearing ability are provided for. Initially, the student is given an audiometer test to determine the exact aural correction factors necessary for each of his ears. By making simple settings on booth equipment, the student is able to receive the maximum possible signal for his particular hearing ability on each ear. Bernco, Inc., 129 E. Market St., Indianapolis, Ind.

Circle **OV-301** on reply card, last page

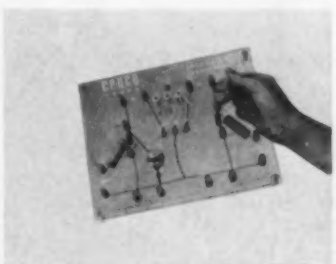
TEACHING MACHINE

In Didak 501 Rheem Califone presents a teaching machine for use in almost any classroom. Unusual features are a "clue" shutter for prompts, reference card holder for external information, positive automatic indexing of each teaching item, three teaching item aperture sizes for maximum flexibility in programming, separate paper transport and answer-space shutter controls, overload safety feature on drive knobs to prevent damage to internal mechanism. Rheem Califone Corp., 1020 N. LaBrea Ave., Hollywood 38, Calif.

Circle **OV-302** on reply card, last page

TRANSISTOR ANALYZER

To help physics students understand the characteristics and functions of transistors, Central Scientific

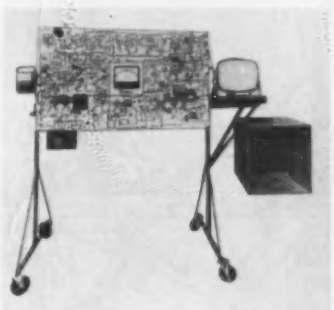


Co. has come up with a new open-circuit transistor analyzer panel for demonstration purposes. Components of the analyzer are mounted on a clear Lucite plate which rests on insulated legs that can be varied to elevate the board to convenient height. Mounted on the plate are binding posts, resistances, capacitances, integrated flexible leads and imprinted circuitry. Any general purpose transistor can be used with the analyzer. A group of accessories is also available. Central Scientific Co., 1700 Irving Park Rd., Chicago, Ill.

Circle **OV-303** on reply card, last page

ELECTRONIC DEMONSTRATOR

A new teaching device called the Electronic Dynamic Demonstrator can save the teacher hundreds of



hours of preparation. It is designed to teach the basic principles of electronics, from the fundamental electronic circuits through radio, television and radar. It consists of a 3′ × 5′ breadboard, displayed blackboard style in a classroom. The demonstrator is assembled and studied circuit by circuit including the following: Filament Circuit, Power Supply, Audio Amplifier, TV Circuits. Optional equipment includes mobile stand, large classroom size meter, picture tube and housing, and VTVM. Transvision Electronics, Inc., 460 North Ave., New Rochelle, N. Y.

Circle **OV-304** on reply card, last page

FEEDING

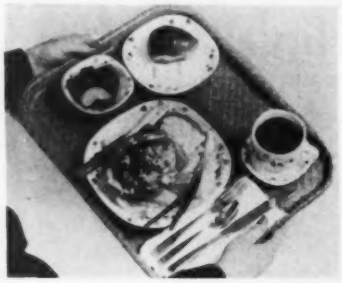
FIBER-GLASS TRAY

Boltaglas trays are lightweight, easy to handle, with a smooth surface which cleans easily and is impervious to stains from food acids and fruit juices. Practical for large scale food service, they may be autoclaved at 250°. Trays are oblong in shape and come in three sizes: 16-15/16″ × 12-1/8″, 18-1/16″ × 14-1/16″, and 20-5/16″ × 15-5/64″. Two patterns are available: a light woodgrain, and a tracery pattern in blue, red, green, tan and grey solid colors. Bolta Products, A Div. of The General Tire & Rubber Co., Lawrence, Mass.

Circle **OV-305** on reply card, last page

SQUARE CHINA

Tray service is easier and more efficient with the new Delmar, square shape china. It is possible to



arrange the same number of pieces of china on a 10½″ × 15″ tray as compared with a 16″ × 22″ tray and conventional round shaped china.

The pattern is a pretty one with turquoise and gold heart shaped leaves and tiny red berries decorating the corners of the plates and the outside of the cups. The china has a hard, non-porous ceramic body, and a brilliant glaze that cannot be harmed with ordinary cutlery. The design, under the glaze, stays bright and clear through thousands of washings; and the ware comes out clean and sanitary from a commercial dishwasher without special attention. Syracuse China Corp., 2900 Court St., Syracuse, N. Y.

Circle **OV-306** on reply card, last page

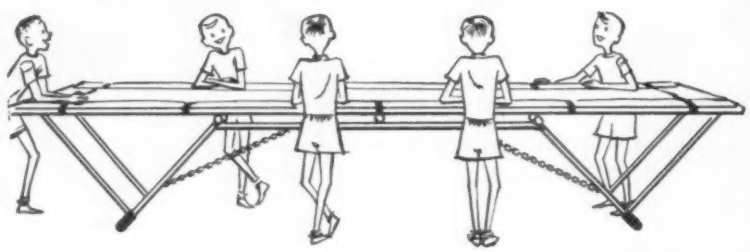
PORTABLE CAFETERIA SYSTEM

Crowded schools where permanent cafeteria installations are impossible will welcome news of a new portable cafeteria counter unit, the Aerohot MP. This multi-purpose system utilizes individual standard units and a unique method of assembly.

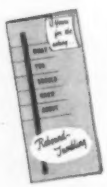
The MP is composed of three basic sections which, when assembled, form a counter 15 to 20 feet long, depending on the size units desired. The units: a food warmer with selective thermostatic controls, a cold pan section with a choice of 4″ or 9″ deep pans, and a food conveyor, can be purchased individually or in any combination. Designed for speedy assembly, the entire counter can be

Circle **OV-269** on reply card, last page

FUN



. . . and healthful exercise for your physical education classes



Nissen Trampoline® rebound tumbling equipment can be found in over 10,000 schools and colleges throughout the world.

We offer our experienced help in developing rebound tumbling as an integral part of your physical education program — Send for your free copy of, "What You Should Know About Rebound Tumbling."

NISSEN TRAMPOLINE® COMPANY

215 A Ave. N.W., Cedar Rapids, Iowa

Official NCAA and AAU Rebound Tumbling Equipment

ready for food in just 2½ minutes. Duke Mfg. Co., 2305 N. Broadway, St. Louis 6, Mo.

Circle **OV-307** on reply card, last page

VENDING MACHINE

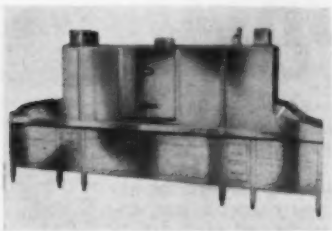
A unique vending machine which can sell frosty cold malted milk drinks and piping hot hamburgers within inches of each other in the same cabinet is news this fall. The 30″ × 35″ vender is 6′ 5″ high. It offers up to 10 selections of items, each visible through a glass serving door. Varying prices for individual items may range from 5 cents to $1.50. Called Visi-Vend, the ma-

chine is primarily designed to serve full meals, salads and desserts in plastic, foil or paper containers. Interchangeable dividers on turn table shelves make it possible to serve such products as milk in cartons ranging from half-pint to half-gallon sizes, ice cream in individual novelty bars up to half-gallon packages, and comparable sizes of other items. The Vendo Co., 7400 E. 12 St., Kansas City 26, Mo.

Circle **OV-308** on reply card, last page

DISHWASHING MACHINE

Taking up only 13 feet of space, the new Hobart dishwasher power scrapes, power washes, power rinses,



and final rinses dishes with unusual speed and efficiency. This model is recommended for kitchens serving up to 700 students per meal.

One of the biggest problems in multiple-tank dishwashing is in keeping the water in the proper tank and preventing mixtures. Hobart solved the problem with a special high velocity jet spray system for the power wash and power rinse operations.

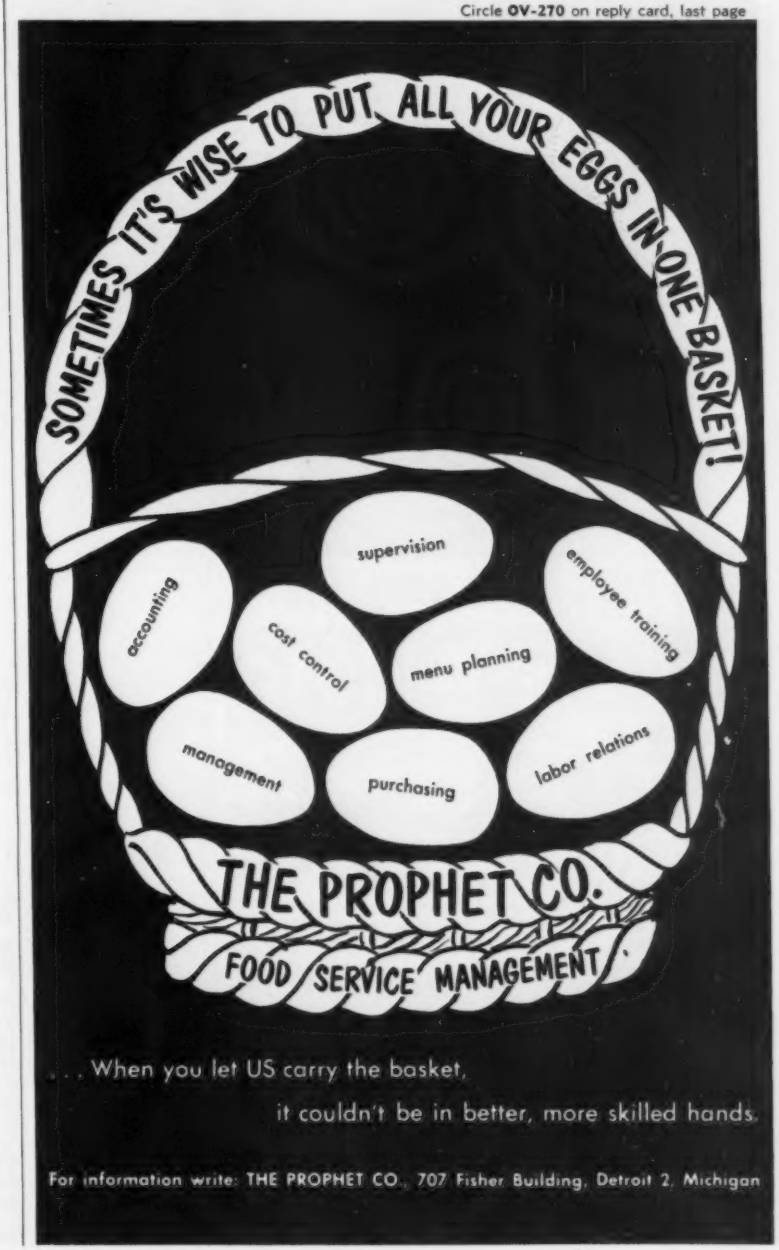
Stainless steel flight link conveyors are standard on this model, but the company is introducing new Delrin acetal resin conveyors as optional equipment. Toughness and durability are qualities of the new material. Hobart Mfg. Co., Troy, Ohio.

Circle **OV-309** on reply card, last page

CASTER FOR CARTS, TRAY TRUCKS

An unusual caster, the Springlide, is designed to reduce noise and shock to a bare minimum and to increase maneuverability on food carts and tray trucks. Available as optional equipment on most Lakeside carts and trucks, and for easy field replacement on most models of other brand

Circle **OV-270** on reply card, last page


SOMETIMES IT'S WISE TO PUT ALL YOUR EGGS IN ONE BASKET!
supervision
employee training
accounting
cost control
menu planning
management
purchasing
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THE PROPHET CO.
FOOD SERVICE MANAGEMENT
. . . When you let US carry the basket,
it couldn't be in better, more skilled hands.
For information write: THE PROPHET CO., 707 Fisher Building, Detroit 2, Michigan

Circle **OV-271** on reply card, last page

Student PROOF
yet
Instantly Adjustable!
PERFECT POSTURE—INSTANTLY!
No. 117
$14.95
• Standard School Colors
• Instantly Adjustable
• Tubular Design
• Sturdy Steel Seats
Now, lab and shop seating problems are solved with this 13 inch steel, non-swivel seat with electrically welded, tubular steel frame for rugged service. Our patented, automatic adjusting unit, adjustable from 17 to 25 inches . . . without moving off the stool! Complete with rubber cushioned, chrome glides in grey, green or brown (other colors on order). Write today for full information and quantity discount structure.
The one Dependable Guarantee... FOREVER!
DEPENDABLE MANUFACTURING CO.
2407 FORT CROOK ROAD BELLEVUE, NEBRASKA

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Scoremaster
THE BEST IN SCOREBOARDS
MIN. 5 43 SEC.
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VISITORS
HOME
Model 250-6 Basketball Scoreboard. Overall size, 72" x 34" x 6". Letters 5" High; 6½" x 10" Colored Numbergrams.
Scoremaster Electric Basketball and Football Scoreboards with Timers are today's most widely used boards. Scientifically designed, expertly engineered and built of top-quality material, they give years of trouble-free service. And the initial cost is low, too.
It will pay you to write today for literature and prices on all Scoremaster boards and for information on custom-built boards.
THE M. D. BROWN COMPANY
2207 Lake St. Phone: MUtual 3-3100 Niles, Mich.
"When Split-Seconds Count, Count On Scoremaster"

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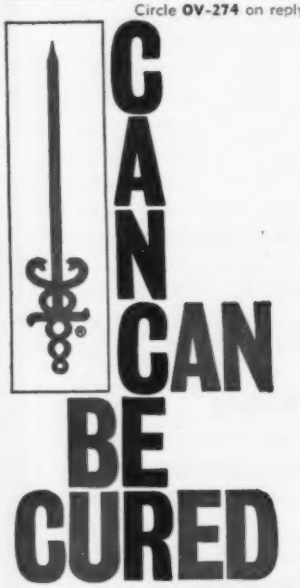

CAN CAN BE CURED
More than one million Americans are living proof. Remember . . . your contributions helped save many of these lives. Your continuing contributions are needed to help discover new cures and, ultimately, the prevention of cancer itself • Remember, too, if you delay seeing your physician, you drastically cut your chances of cure. Annual checkups are the best way of detecting cancer in time • Guard your family! Fight cancer with a checkup and a check.
AMERICAN CANCER SOCIETY

equipment. Instead of the usual center-mounted wheel that transmits every jolt directly to the cart and its contents, Springlide's wheel is off-center. Each jolt is immediately absorbed and cushioned by a tightly wound 2" steel spring which is part of the wheel assembly. The engineered combination of these two features virtually eliminates wheel vibration and noise. Lakeside Mfg., Inc., 1977 S. Allis St., Milwaukee, Wis.

Circle **OV-310** on reply card, last page

MOBILE COFFEE STATION

Three coordinated mobile units make up a Mobile Coffee Station which can be set up in the kitchen, wheeled to the point of service, and

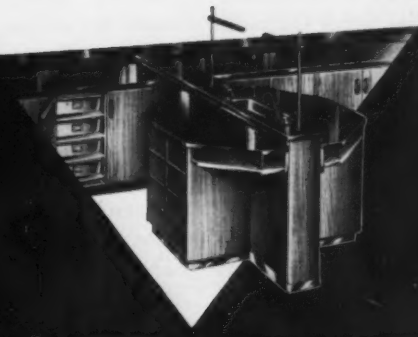
then easily returned to the dishwashing room. The Cup Caddy holds 112 cups with 14 plastic trays and wire rack below for used tray storage, has twin compartments and measures 23" × 26½" × 35½" high overall. The Urn Caddy has a non-splash, long drainer and shelf for saucer storage. The 3-shelf Caddy serves as a work area, utility truck or with dish boxes for bussing. All units are equipped with Neoprene tires and ball bearing swivel casters, and are of stainless steel, completely welded. Caddy Corp. of America, Secaucus, N. J.

Circle **OV-311** on reply card, last page

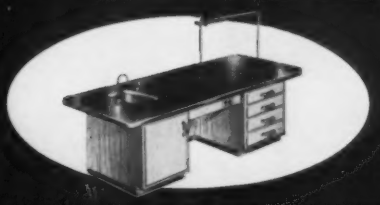
SHOCK-ABSORBER BANDS FOR TRAY RACKS

Here's an inexpensive way to save your serving trays from expensive chipping: the new shock absorber protection provided by Sani-Stack plastisol coated plastic bands for tray racks. These bands snap on along the bottom and sides of the rack, cushioning the trays and deadening clatter as well. The bands are available for Sani-Stack trays now in use, or already installed in regular

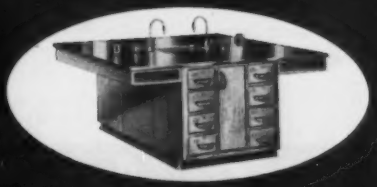
Circle **OV-275** on reply card, last page



ask **METALAB**



Your dream for a new laboratory, or for modernizing present facilities, may be closer to realization than you think. Just when, may depend on the answers to perplexing questions involving expenditure, design, planning and engineering assistance.



And Metalab has the answers! Years of highly specialized experience in design, engineering and manufacturing of the finest laboratory equipment and furniture are available to you without obligation.

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METALAB

Equipment Company

DIVISION OF NORBUTE CORPORATION

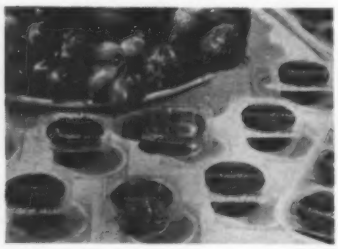
242 Duffy Avenue Hicksville, L.I., New York

Sani-Stack tray rack when ordered. Metropolitan Wire Goods Corp., N. Washington St., and George Ave., Wilkes-Barre, Pa.

Circle **OV-312** on reply card, last page

INDIVIDUAL JAMS, JELLIES

The little plastic containers of jams and jellies so popular in lunch-



eonettes are now available for mass feeding operations. Individual half-ounce portions of apple and grape jelly and strawberry jam are packed in crystal clear plastic cups with easily removable plastic cover. Sold in cases of 10 trays, each holding 20 individual portions. Each tray with wax paper overwrap to prevent jelly from drying out. Allied Foods Div., Continental Coffee Co., 2550 N. Clybourn, Chicago, Ill.

Circle **OV-313** on reply card, last page

STEAMER-KETTLE COMBINATION

A handsome new cabinet-enclosed steamer-kettle combination for kitchens serving 100 to 300 meals has just been released by Cleveland Range. The unit is composed of a 20 or 30 gallon kettle and a one or two compartment Steamcraft steam cooker.

Steam is provided by a heavy-duty, copper tube boiler for gas or electrical operation, which is located in the cabinet base. The steamer compartment holds three 12″ × 20″ × 2½″ cafeteria pans, or two 12″ × 20″ × 4″ containers. Kettle is of stainless steel, ⅔ jacketed and has tangent draw-off faucet. Cleveland Range Co., 971 E. 63 St., Cleveland 3, Ohio.

Circle **OV-314** on reply card, last page

FOOD WARMERS

Complete safety of the Atlas Gas Food Warmers is assured through the Stable Automatic Pilots which prevent pilot outages and also re-ignite main burners if they should be extinguished. Robertshaw combination thermostats and safety pilots provide selective, automatic control of temperatures and 100% safety features.

These warmers can be equipped with stainless steel well liners for moist and dry operation. Each section may be converted to moist heat or dry heat and at individually selected temperatures, as desired, which provides unusual flexibility. Atlas Div., National Cornice Works, 1323 Channing St., Los Angeles 21, Calif.

Circle **OV-315** on reply card, last page

Circle **OV-276** on reply card, last page

Dish Caddy*
TRADE MARK
FOR NEW EASE IN DISH HANDLING!...
Dish Caddy is superior in performance as well as economy. It ends breakage of dishes in transfer, handling easily, even with a full load. STORES NEATLY UNDER SERVING COUNTER, eliminating unsanitary storage shelves. Construction is all welded stainless steel with translucent plastic covers.
*U.S. PAT. NO: 2,835,546
The line features Service Caddys for every need . . .
as well as a large group of Utility Caddys.
Caddy-veyor
the last word in large scale dish, tray and rack handling.
For further information write for folder group SE-33
Caddy
CADDY CORPORATION OF AMERICA
SECAUCUS, NEW JERSEY

A minor revolution in teaching tools has been the development of "language laboratories." As with most revolutions, this one is also a tangled web of fine intentions and poor understanding. For a hard look at this brand-new field, don't miss

CROSSED WIRES IN THE LABORATORY

one of many readable, reliable features coming next month in

OVERVIEW

GADGETS, SMALL BUT HELPFUL

Skid-Proofing Trays

Grip-Tite, narrow strips of pressure-sensitive material bonds to plastic, aluminum or steel food service trays. Prevents skidding; trays may be washed in commercial dishwashers. Silite, Inc., 2600 N. Pulaski Rd., Chicago 39, Ill.

Circle **OV-316** on reply card, last page

Chair Clamp

New one-piece wire clamp slips onto the back or front legs of two adjoining chairs, locking them together to form continuous rows. Chairs remain straight and in position longer. Hampden Specialty Products Corp., Easthampton, Mass.

Circle **OV-317** on reply card, last page

Portable Outlet Reel

This three-way outlet has a 15′ extension cord which automatically retracts into the reel housing when not in use. Ideal for plugging in office machinery, appliances, tools. Cordomatic, 17 and Indiana Ave., Philadelphia 32, Pa.

Circle **OV-318** on reply card, last page

Cold Light

Areas which may be dangerous at night can be illuminated with a new kind of night light which operates on electroluminescent or "cold" light for less than a penny a year. The 3-inch round Nite Light plugs into any socket. Edmund Scientific Co., Barrington, N. J.

Circle **OV-319** on reply card, last page

Functional Notebook

The Nifty Space Saver has a magnetic lock at the top which holds the paper securely in the binder. Because of a unique 3-fold hinge, the cover can be folded back so that a flat writing surface is obtained which takes up only half the space of the conventional binder. Nifty Mfg. Co., Div. St. Regis Paper Co., 2110 Fifth Ave., S., Birmingham 3, Ala.

Circle **OV-320** on reply card, last page

Athletic Ball Carrier

New ball carrier is mounted on wheels and holds up to eight basketballs, volleyballs, soccer balls. Of bright, chrome tubular steel. National Sports Co., 360–370 N. Marquette St., Fond du Lac, Wis.

Circle **OV-321** on reply card, last page

Self-Drilling Anchor

The Hi Anchor is a combination drill and fastener for fast drilling; maximum holding power. Each anchor has 8 cutting teeth, eliminating need for drilling. Holub Industries, Inc., Sycamore, Ill.

Circle **OV-322** on reply card, last page

Circle **OV-277** on reply card, last page

how you can get

complete floor maintenance at lowest cost

The quicker you adopt the Super method and provide Super equipment to do the whole job of floor maintenance, the more you will save. Here's how—

YOU NEED—

- A Super Service® Scrubbing Machine.
- A Super Suction® Cleaner with a Super Squeezee 30 attachment.

YOU DO—

- Scrub the floor.
- Pick up all the dirty solution.

The Squeezee 30 with its suction Squeezee makes a big 30″ clean dry path on the floor. No mops, no waiting for the floor to dry. This saves hours of labor, keeps floors looking their best.

DOUBLE UTILITY—

The Super Suction Cleaner is also available at all times for any other wet or dry suction cleaning of carpets, walls, furnishings, etc.

The Squeezee 30 makes quick work of clean-up after plumbing failure or other flood conditions.

There is a Super Floor Scrubbing Machine to fit your capacity requirement. The newest is the Super Series SS which features compact design at low cost.

Your local Super distributor will gladly and promptly serve you. Write for catalog and complete data.

THE NATIONAL SUPER SERVICE COMPANY 1947 N. 13th St., Toledo 2, Ohio

"Once Over Does It"

SUPER SUCTION SERVICE®

Power Suction Cleaners • Quality Floor Machines

SINCE 1911

"THE DRAFT HORSE OF POWER CLEANING MACHINES"

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SALES

AGENTS

WANTED

To sell established line of precision - crafted woven wood window shades, to schools, institutions, industrial plants and offices. Prefer agents with non-conflicting lines who have established trade in school, industrial and commercial fields. Nationally advertised. For full details, write:

The AEROSHADE CO.

DIV. OF CONSOLIDATED GENERAL PRODUCTS, INC.

P.O. BOX 551, WAUKESHA, WIS.

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USED AND APPROVED BY LEADING UNIVERSITIES!

Model RV-6

6-INCH DYNASCOPE

Reflecting Telescope

includes these features:

- **Electric Drive**
- **Rotating Tube**
- **Setting Circles**

Only

$194.95

F.O.B. Hartford Shipping Wt. 50 lbs. Express charges collect

Easy Terms Available!

Completely Portable! Entire telescope dismantles in minutes for easy carrying.

Finest American-made 6-inch reflector in its price range! Saves $100 or more, yet get all these fine features. f/8 6-inch mirror accurate to ⅛ wave • 3 matched eyepieces (75X, 150X, 343X) • 6x30 Achromatic finderscope • Heavy-duty mount with setting circles • Rack & Pinion eyepiece holder • Sturdy lightweight tripod.

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MANUFACTURERS' CATALOGS

For further information on any of the catalogs listed in this section, circle the identifying OV number on the postage-paid reply card at the back of this issue.

Ice Storage Bins

Three new bins in various capacities for storing flaked and cubed ice described in this folder. Scotsman, Queen Products Div., King-Seeley Corp., Albert Lea, Minn.

Circle **OV-401** on reply card, last page

Electronic Training Equipment

Amply illustrated 12-page brochure on the Instructor Demonstrator and Student equipment designed to facilitate teaching and learning of fundamental electronics and transistors. Laboratory equipment gives student the opportunity to work with actual circuits in "building block" fashion. Radio Corporation of America, Building 15-1, Camden 2, N. J.

Circle **OV-402** on reply card, last page

Structural Timber Decking

"Unit Deck" is the name of a full color brochure giving descriptions and specifications on structural timber decking. Information in the folder includes standard patterns, assembly detail, how to estimate quantities, installation details and description of grades. Unit Structures, Inc., Peshtigo, Wis.

Circle **OV-403** on reply card, last page

Food Display Case

Catalog describes the four new models of Viewmatic stainless steel display cases. Both refrigerated and non-refrigerated models available. The Bastian-Blessing Co., 4203 Peterson Ave., Chicago 46, Ill.

Circle **OV-404** on reply card, last page

Key Control System

Full information about the Telkee system which keeps keys in order, hides their identity, yet shows the location of any given key at a glance. P. O. Moore, Inc., Glen Riddle, Pa.

Circle **OV-405** on reply card, last page

U. S. Government Films

Over 400 films from space age studies of rockets and outer space exploration to simple films for instruction and "show how" in basic machine shop jobs. For industrial training and vocational school courses. United World Films, Inc., Government Dept., 1445 Park Ave., New York 29, N. Y.

Circle **OV-406** on reply card, last page

All Weather Running Tracks

The Grasstex Track is an engineered recreational pavement that is waterproof, durable and requires minimum maintenance. Request folder from American Bitumuls & Asphalt Co., 320 Market, San Francisco 20, Calif.

Circle **OV-407** on reply card, last page

Loan Film Directory

Up-to-the-minute information on 16mm and 35mm stripfilms, compiled by the Scientific Apparatus Makers Assn. Over 45 films listed cover a broad range of scientific topics. SAMA, 20 N. Wacker Dr., Chicago 6, Ill.

Circle **OV-408** on reply card, last page

Tablets, Plaques

Distinctive sculptured plaques individually designed for specific commemorative purposes can be ordered easily from the catalogs by Oregon Brass Works. The various letter styles are shown together with available textures, colors, and finishes. Oregon Brass Works, 1127 S. E. Tenth Ave., Portland 14, Ore.

Circle **OV-409** on reply card, last page

Institutional Seating

Information on Hampden's Titan and Gibraltar seating lines. Each item is fully illustrated and specifications, colors, construction features, weight, etc. are given. Hampden Specialty Products Corp., Public & Institutional Seating Div., Easthampton, Mass.

Circle **OV-410** on reply card, last page

School Equipment Line

Wayne has just released a new 42-page catalog in color on their complete line of outdoor and gym seating equipment, folding partitions, basketball backstops, and new folding stage. Free on request. Wayne Iron Works, Wayne, Pa.

Circle **OV-411** on reply card, last page

SVE Catalog

One hundred and thirty-nine new filmstrips are offered in SVE's 1961 Educational Filmstrip Catalog. Society for Visual Education, Inc., 1345 W. Diversey Parkway, Chicago 14, Ill.

Circle **OV-412** on reply card, last page

Permanent Grandstands

Construction features, design specifications, description of materials used in Standard Steel Permanent Grandstands make up their new 4-page color brochure. Standard Steel Bleacher Div., Three Rivers, Mich.

Circle **OV-413** on reply card, last page

Catalogs (continued)

Filing Units

The frequently harassing problem of how to handle expanding files is solved neatly with the Tract-A-File Jr., a unit designed for hanging type folders. Full information from Ramsey Co., 116 E. 7 St., Philadelphia 6, Pa.

Circle **OV-414** on reply card, last page

Sound Catalog

Microphones of all types and descriptions, and public address system components are the subject of the new Electro-Voice Catalog No. 132. Electro-Voice, Inc., Buchanan, Mich.

Circle **OV-415** on reply card, last page

Recipe Cards

Designed for the school lunch program, Market Forge Co. announces a free set of 32 recipe cards for use with steam cooking equipment. Market Forge Co., Everett 49, Mass.

Circle **OV-416** on reply card, last page

Walk-In Cooler, Freezer

To assist the architect to properly determine the type and size of Walk-In Cooler or Freezer best suited for his project, and to provide a set of specifications that will assure the user of getting bids on a high quality product, Bally has prepared a Walk-In Specification Guide. A free copy may be obtained from Bally Case & Cooler, Inc., Dept. S., Bally, Pa.

Circle **OV-417** on reply card, last page

Steam Cooking

"For Better Steaming" is a highly informative booklet on the advantages of this cooking method, cooking time for various foods, and a guide to the selection of the correct steam cooking equipment. The Cleveland Range Co., 971 E. 63 St., Cleveland 3, Ohio.

Circle **OV-418** on reply card, last page

Packaged Fuel Burning Systems

Revised bulletin shows burner designs for oil, gas or combination oil/gas fuels. Eleven standard sizes are described. Bulletin 1270 from Orr & Sembower, Reading, Pa.

Circle **OV-419** on reply card, last page

Modular Furniture

This brochure shows modular groupings for private offices, secretarial stations, and space-saving multiple arrangements for general office installation. Bentson Mfg. Co., Aurora, Ill.

Circle **OV-420** on reply card, last page

Temperature Control System

"An Ideal Thermal Environment for Your School" shows how one man can supervise and operate even the largest air conditioning, heating and ventilating systems. Johnson Service Co., Milwaukee 1, Wis.

Circle **OV-421** on reply card, last page

Filmstrips for NDEA Title III

"Checklist and Order Form for NDEA Title III Filmstrips." A convenient way to order the filmstrips your school needs for a more effective teaching program in the important areas of science, mathematics, modern foreign languages. McGraw-Hill Book Co., Text-Film Dept., 330 W. 42 St., New York 36, N. Y.

Circle **OV-422** on reply card, last page

Fume Hood Catalog Guide

"Guided Airflow Fume Hoods," a 52-page illustrated catalog describes new principles of air removal engineering pertaining to fume hoods developed by Metalab. Metalab Equipment Co., Hicksville, N. Y.

Circle **OV-423** on reply card, last page

Classroom Arrangement for TV

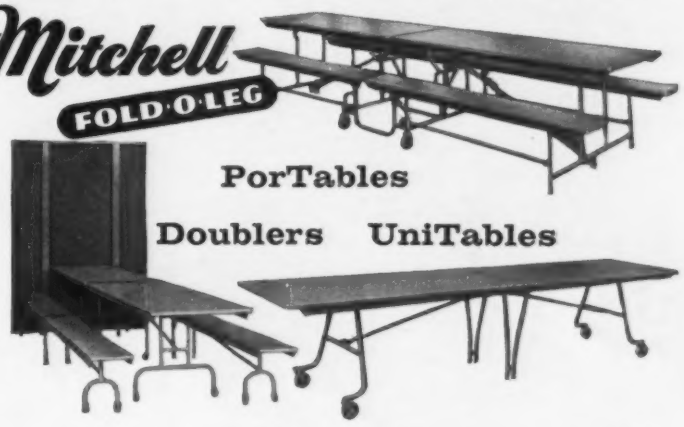
"Arranging the Classroom for TV Viewing." Good visibility of picture, comfortable visual situation and good attention maintenance are the goals set forth in this bulletin. Recommendations are made for establishment of set height and viewing dist..nces, the use of win-

Circle **OV-280** on reply card, last page

MODERN SCHOOLS CHOOSE

Mitchell

FOLD-O-LEG



PorTables

Doublers UniTables

For Versatility Durability Economy

Students-Teachers and Supervisors, Administrators and School Boards, all prefer Mitchell multi-purpose equipment . . . each in their own way. Students like the accessibility, beauty, and comfort of the PorTables, Doublers, and UniTables. Teachers and Supervisors want the safety, speed and easy operation, practicality and mobility found in these units. Administrators and School Boards rightfully regard long-range utility, reduction of replacement costs, and the *standardization* offered in this complete line, as primary considerations. All of these advantages, and more, have long been accepted from coast to coast, as Mitchell standards of guaranteed quality. You'll find that Mitchell will meet your needs the best.

MITCHELL MANUFACTURING CO.

2726 South 34th Street

Milwaukee 46, Wis.

Please send me literature on ☐ PorTables ☐ Doublers ☐ UniTables

☐ Please send me the name of nearest representative.

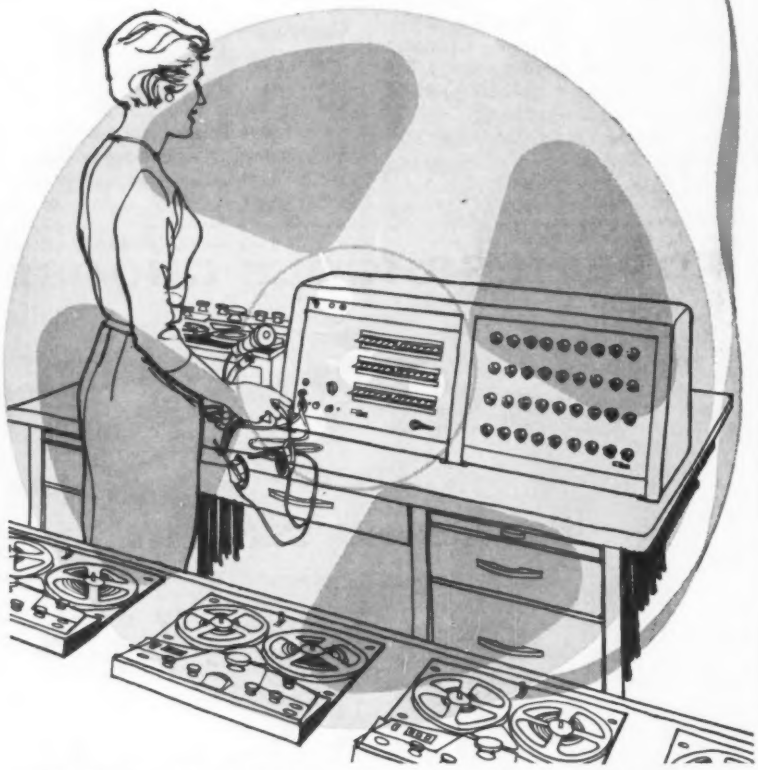
Name.....Title.....

Address.....

City.....Zone.....State.....

Circle **OV-281** on reply card, last page

Experience *taught us how to help you teach better!*



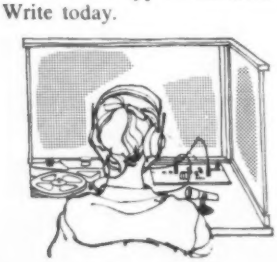
WEBSTER ELECTRIC TAPE TEACHING LABORATORY

Electronic teaching isn't a new field for Webster Electric — 13 years of study, research and practical application have given us a world of experience in this educational technique. Extensive study of 33 Webster pioneer installations, coupled with our acknowledged leadership in electronics and communications, has resulted in a complete tape teaching "package" — the most versatile and adaptable line of laboratory components available today!

Webster Electric Tape Teaching Laboratory consists of: (1) program source (Ekotape tape recorders and provision for phonographs or AM-FM tuners), (2) monitor center (contact between instructor and 6 to 54 pupils or more), (3) program selector, (4) student control, (5) student dual record. The system permits the student to select his own program; the instructor may select for the student; or the student may "teach" himself.

Simple operation, for both student and instructor, speeds study. High fidelity sound aids comprehension. Webster's "component idea" permits each unit to be readily and economically adapted to your present classrooms, and your budget. Panel mountings fit standard EIA racks.

We have typical installation plans, performance data — and cost figures. Write today.



STUDENT DUAL RECORD — dual-track Ekotape recorder permits student to record lesson on one track, response on the other. Speeds learning!

ELECTRONICS DIVISION
WEBSTER ELECTRIC
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Catalogs (continued)

dow shades, the use of electric light for direct and indirect lighting, and ways to minimize reflections. Sylvania Electric Products, Inc., 730 Third Ave., New York 17, N. Y.
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Electronics Catalog

Allied's new 444-page catalog lists over 40,000 electronic parts and equipment for use in schools, classrooms, laboratories and shops. Allied Radio Corp., 100 N. Western Ave., Chicago 80, Ill.
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Steel Lockers

Nine locker styles are described in this new 24-page catalog. A planning aids section provides basic locker information that will help the user plan an efficient, locker layout. Penco Div., Alan Wood Steel Co., 200 Brower Ave., Oaks, Pa.
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Heating, Cooling, Ventilating

Cost savings, engineering information and ratings on the Webster Unit Ventilator for schoolroom heating, cooling, and ventilating. Also described are matching unitized cabinets designed to complement the unit. Warren Webster & Co., Inc., Camden 5, N. J.
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Projection Screen

The Draper Economy Adjuster Screen is described in their latest flyer. Features: wide angle viewing, washable surface, fire-resistant, mildew-proof, water resistant. Luther O. Draper Shade Co., Spiceland, Ind.
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Display Materials

"Oravisual Catalog, Miniature Edition No. 3." A comprehensive, pocket-sized catalog on all sorts of display materials and accessories; everything from large easels to flannelboards, lecterns, aids for making charts, etc. Oravisual Co., Box 11150, St. Petersburg 33, Fla.
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Aids to Better, Faster Filing

"Bright Ideas to Make Bright Girls Shine at Filing." Do's and Don't's to make filing fun instead of a chore. Avery Self-Adhesive File Folder Labels help, too. Avery Label Co., 1616 S. California Ave., Monrovia, Calif.
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Food Service Equipment

The Criterion line of refrigeration equipment, soda fountains are detailed in this new folder. Ask for Price List #560. Stanley Knight Corp., 3430 N. Pulaski Rd., Chicago 41, Ill.
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Use This Reader Service Card For More Information on Products and Services

The business reply card covers products and services referred to in both advertisements and editorial reviews in this issue. The key (OV number) is found above the advertisement or following the editorial listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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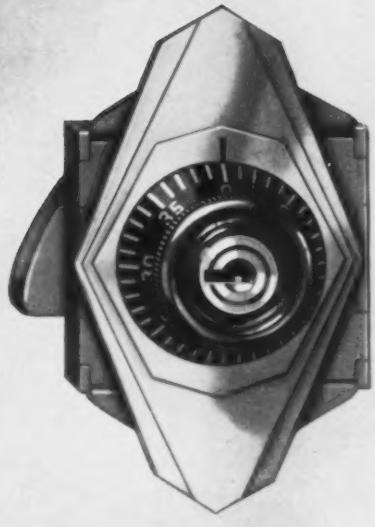

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from SICO *...individual comfort with* EFFICIENT FREE-WAY SEATING

Model TC-65. Portable—folds and rolls. Perfect table for multi-use of space where activities require that area be cleared. Comfortably seats 12 students or adults at a 10-foot table—two more than normally seated at a table with conventional chairs.

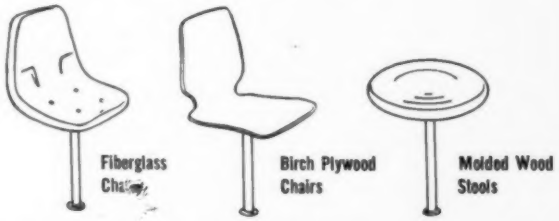
Model TC-65M. Efficient, economical. This 7-foot table seats 8 people comfortably. Two units butted together seat 16 at only 14 feet of table. Ideal for maximum utilization with fixed seating in a single purpose area.

At last, here are individual, comfortable seats suitable for all school level *and* adult activities. Nothing to step over or straddle—there is complete freedom to enter or leave seat.

SICO Model TC Tables provide more than just comfort—they offer maximum efficiency in use of space. Their fixed-dimension seating accommodates up to 30% more people than ordinary tables with loose chairs—assures clean, controlled aisles, always open for smooth traffic flow—allows more tables per room.

Versatile, SICO Model TC Tables provide an efficient solution to multi-use of space—where any combination of lunchroom-auditorium-gymnasium is needed. Free-Way chairs swivel a full 180°, allowing instant conversion from cafeteria to auditorium or assembly use.

And the portable Model TC-65 folds and rolls for complete removal from the room. The area can be cleared in minutes for gymnasium, dancing, etc.



Built to withstand abuse, SICO Tables can really take it. Model TC Tables are *available with stools, fiberglass chairs, or birch plywood chairs.*

Get complete information on the SICO Model TC Table, or on the complete line of SICO Tables today. Write

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